Program and Abstracts

International Conference on

Technical and Vocational Education and Training

For

Employment, Income, and Job Quality

September 11-12, 2019
Dhulikhel, Nepal

https://ictvet.kusoed.edu.np/
Program and Abstracts

International Conference on Technical and Vocational Education and Training (TVET) For Employment, Income, and Job Quality

September 11-12, 2019 Dhulikhel, Nepal

https://ictvet.kusoed.edu.np/
This conference program cum book of abstracts contains the times and locations of events as well as the authors, titles and abstracts of different kinds of presentations. We have tried our best to provide more detailed and precise information for all events as is provided in the conference program. Soft copy of this book is available on the conference website https://ictvet.kusoed.edu.np/. Each registered participant is entitled to receive a print copy of this book of Program and Abstracts inserted into the conference bag.

Material Production Panel
Prakash Kumar Paudel
Rebat Kumar Dhakal
Milan Shrestha
#ICTEVT2019 | Dhulikhel, Nepal

Organizing Partners

Kathmandu University
School of Education

ETH Zürich

Swiss Programme for Research on Global Issues for Development

FNS SNF

Swiss National Science Foundation

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Council for Technical Education and Vocational Training
SAKCHYAMTA Project

Funded by
European Union

Federation of Nepalese Chambers of Commerce and Industry
Look Inside

Know Your Host.................................................................1
Conference Concept Note..................................................3
Conference Program...........................................................7
Keynote Abstracts.................................................................20
Paper Abstracts.................................................................31
Workshop Abstracts.............................................................134
Guidelines for Session Chairs and Rapporteurs…138
Important Notes.................................................................149
Know Your Host

Kathmandu University School of Education (KUSOED), located at Hattiban, Lalitpur, is one of the seven Schools of Kathmandu University. KUSOED was established in 1997 with the aim of enhancing the quality of education of the schools in Dhuwikhel Municipality through in-service teacher training program. Following this, MPhil and PhD in Educational Leadership Programs were launched in 1998. The School expanded in the ensuing years by adding new programs, thereby, escalating its scope.

KUSOED envisions transforming the educational landscape of Nepal through high quality holistic teacher education program and playing an instrumental role in developing teachers, teacher educators, educational leaders, development professionals and researchers who can contribute to social transformation. It is, therefore, the mission of the School to prepare competent educational and development professionals who are contextually engaged, innovative and, progressive in their outlook. In addition, the School also aims to nurture educational leaders who can bring transformation at tertiary, secondary and primary levels of education. The development professionals are believed to be instrumental in bringing about transformation in their respective sectors.

KUSOED is serving the BEd, PGDE, MEd, MPhil and PhD students in diverse streams. Currently, it is offering the Bachelor program in Technical Education and Chinese Language Teaching; Post Graduate Diploma programs in a) School Management, b) Primary Teacher Training, and c) Early Childhood Development; Master programs in a) Sustainable Development, b) English Language Teaching, c) Mathematics Education, d) Leadership and Management, e) Pedagogical Studies, and f) Technical and Vocational
Education and Training; MPhil programs in a) Educational Leadership, b) Development Studies, c) English Language Education, and d) Mathematics Education; and PhD programs in Educational Leadership and Development Studies. The Postgraduate Diploma in Education (PGDE) program offers in-service proficiency and skill development opportunities for teachers involved in Early Childhood Education and School level teaching. The MEd program is popular among the graduates seeking a career in teaching, teacher training, research, school leadership and development sector. The MPhil and PhD programs are producing qualified educational leaders, development workers and research professionals in the education sector.

Moreover, KUSOED is expanding its activities in educational research, school support and short-term educational and management programs. Currently, it is also offering some short-term workshops and trainings for teachers and educational managers. KUSOED is also actively involved in different research projects, both national and international. Likewise, it upholds the glory of hosting different national and international seminars and conferences periodically.

KUSOED takes pride in its both in-house and visiting faculty who are dedicated and steadfast to sustain the rigor and strengths of its academic programs. KUSOED faculty are experienced educators, development professionals, leading researchers, and influential education policy advocates who are committed to raising the next generation of transformative educational leaders and development professionals.

Contact
Phone: 01-5548104; 5250524; Email: admin@kusoed.edu.np; URL: www.kusoed.edu.np
Conference Concept Note

International Conference on
Technical and Vocational Education and Training 2019
TEVT for Employment, Income and Job Quality

(11-12 September 2019, Dhuslikhel, Nepal)

Conference Context

It is generally believed that education leads to employability and opportunity to earn that will eventually contribute to enhance the quality of life. However, in the present context, the growing disassociates between the skills that are taught and the skills that are in demand, is leaving millions of youth without jobs globally. Although the demand of workforce is increasing with a new set of skills in proliferating industries, the young workforce is not being able to meet the expectations. As a result, the gap between the job market and job seekers is widening and it has been a challenge for policy makers, planners, and researchers.

It is obvious that the major workforce of a country is youth. They are the change agents of political, economic, social and cultural transformation of a nation. In this sense the country needs to pay attention towards the development of the youths in order to bring their competence in the mainstream of national development. This can only be made possible with provision of education, skills training, and culture. More specifically, there
is the need for Technical Vocational Education and Training (TVET) which has been proved fruitful in many countries, to bridge the gap between job market and work force. Nevertheless, in many countries, particularly in developing ones, the TVET sector has not been able to perform to the best. Though these countries have been investing for the development of the sector, they faced many problems, such as unable to identify resources, fail to interlink skill and job market. There could be many reasons for this poor performance like poor institutional performance, absence of strong backward and forward linkages, low social image, etc. More importantly, in such developing countries, there is knowledge constrain. There is lack of research-based knowledge on the functioning of TVET and how skill-based education maximizes the opportunities. Consequently, the TVET development efforts are carried out on the basis of guess estimate resulting in one more cycle of poor performance.

**Rationale for the Conference**

Technical and Vocational Education and Training (TVET) is foundation for skillful human resource needed in the labor market. A meaningful success of TVET depends on appropriate policies that govern it, availability of financial resources, equitable resource sharing, institutional set-up, social value and recognition etc. In this context, as part of the project activities, Kathmandu University is organizing an international conference the conference contributes to build our knowledge in these areas and within the conference themes.

The deliberations and discussions that will be made in the conference will help in building our knowledge on aspects like governance, quality, equity, access, and relevance of TVET. Moreover, it brings together the practices and experiences as well as theoretically informed discussion that will eventually contribute to making the
sector more viable. The conference will also contribute to open-up dialogue on different possibilities to improve the sector through deliberations on entrepreneurship and employability as well as with the discussion on skills and training. Besides, strengthening as well as enlarging the network of national and international TVET stakeholders interfacing other institutional and individual partners would also be an important aspect of the conference.

The partnership on research, training, education, sharing experiences and knowledge, and establishment of the network among the diverse stakeholders of this sector will eventually contribute to strengthen the area in long run.

**Objectives**

The conference aims at interfacing distinguished TVET practitioners, policy makers, researchers, employer (industry), and employee (youths) for the enhancement of the sector with following specific objectives:

- To understand the dynamics of TVET particularly related to its contribution towards youth employment, income, and job quality
- To contribute for knowledge building on prominent aspects of TVET
- To share innovative practices and concepts of TVET theoretically and practically
- To highlight the challenges, constraints, opportunities for youth employment
- To share experiences on building and sharing TVET knowledge
- To provide a national/ international forum for TVET sector
- To strengthen a national/ international network of TVET sector
**Conference Themes**

The conference will have the main theme of *TVET for Employment, Income, and Job Quality*. Staying within this broad theme, the conference will have following sub-themes:

- Policy, planning, and practices
- Institutions and systems
- Governance and power sharing
- Financing and fund sharing
- Cost-benefit analysis
- Teaching and learning Quality, equity, and relevance
- National and international case studies
- Work, education, and training
- Occupations and occupational areas
- Development and TVET
- Sociology of TVET
- Inclusion in TVET
## Conference Program

### September 11, 2019 (Day I)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>7:45 - 8:30</td>
<td>Registration and Breakfast</td>
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<tr>
<td>8:30 - 10:00</td>
<td>Inaugural Session</td>
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<td>10:00 - 10:15</td>
<td>Moving Break</td>
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<tr>
<td>10:15 - 10:45</td>
<td>Keynote (1)</td>
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<tr>
<td>10:45 - 11:00</td>
<td>Moving Break</td>
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<tr>
<td>11:00 - 13:00</td>
<td>Parallel Sessions for Oral Presentation I</td>
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<tr>
<td>13:00 - 14:00</td>
<td>Lunch</td>
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<tr>
<td>14:00 - 14:45</td>
<td>Keynote (2)</td>
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<tr>
<td>14:45 - 15:00</td>
<td>Moving Break</td>
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<tr>
<td>15:00 - 17:00</td>
<td>Parallel sessions for Oral Presentation II</td>
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<tr>
<td>17:30</td>
<td>Bus Leaves for Kathmandu</td>
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### September 12, 2019 (DAY Two)

<table>
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<tr>
<th>Time</th>
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<tr>
<td>7:45 - 8:30</td>
<td>Breakfast</td>
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<tr>
<td>8:30 - 9:15</td>
<td>Keynote (3)</td>
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<tr>
<td>9:15 - 9:30</td>
<td>Moving Break</td>
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<tr>
<td>9:30 - 11:30</td>
<td>Parallel Sessions for Oral Presentation III</td>
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<tr>
<td>11:30 - 11:45</td>
<td>Moving Break</td>
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<tr>
<td>11:45-13:00</td>
<td>Workshops (Parallel)</td>
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<td>13:00 - 14:00</td>
<td>Lunch</td>
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<td>14:00 - 14:45</td>
<td>Keynote (4)</td>
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<td>14:45 - 15:00</td>
<td>Moving Break</td>
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<tr>
<td>15:00 - 16:00</td>
<td>Parallel Sessions for Oral Presentation IV</td>
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<tr>
<td>16:00 - 16:30</td>
<td>Closing Ceremony</td>
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<td>17:00</td>
<td>Bus Leaves for Kathmandu</td>
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# Detailed Program

**Wednesday, 11 September 2019 (Day I)**

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td><strong>7:45 - 8:30</strong></td>
<td>Front Desk</td>
<td><strong>Registration and Breakfast</strong></td>
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<tr>
<td>8:30 - 10:00</td>
<td>Main Hall</td>
<td><strong>Inaugural Session</strong></td>
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<td></td>
<td></td>
<td>- Mahesh Nath Parajuli - Dean, KUSOED</td>
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<td>- Ursula Renold – KOF Swiss Economic Institute, ETH Zurich, Switzerland</td>
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<td>- Pushpa Raman Wagle – Member Secretary, CTEVT</td>
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<td>- Elisabeth von Capeller - Ambassador of Switzerland to Nepal</td>
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<td>- Ram Kantha Makaju Shrestha - Vice Chancellor, KU</td>
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<td>10:00 - 10:15</td>
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<td><strong>Break</strong></td>
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<tr>
<td>10:15 - 10:45</td>
<td>Keynote I</td>
<td><strong>Recognizing non-formal and informal learning leading to national qualifications in TVET</strong></td>
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<td>(Main Hall)</td>
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<td>Tanka Nath Sharma</td>
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<td>10:45 - 11:00</td>
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<td><strong>Moving Break</strong></td>
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<td><strong>Parallel Sessions for Oral Presentations I</strong></td>
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**Parallel Sessions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 1</th>
<th>Chair: Johanna Kemper</th>
<th>Rapporteur: Debendra P. Adhikari</th>
<th>Theme A: Integrated Theme</th>
<th>Author(s)</th>
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</thead>
<tbody>
<tr>
<td>11:00 - 11:30</td>
<td></td>
<td></td>
<td></td>
<td>Model of employability skills for strategic implementation of technical and vocational programs</td>
<td>Anil Muni Bajracharya, Abichar Bohara</td>
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<td>11:30 - 12:00</td>
<td>Room 1</td>
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<td></td>
<td>Developing a typology of informal skills learning places in Nepal</td>
<td>Durga Prasad Baral</td>
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<td>12:00 - 12:30</td>
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<td>TVET Funding Mechanisms of Gaindakot Municipality</td>
<td>Sabin Sing, Sunila Baniya, Pushpa Pyakurel, Pushpa Basnet</td>
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<td>12:30 - 13:00</td>
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<td></td>
<td>Perception and Practices of Integrity: A Qualitative Study of Technical Schools in Nepal</td>
<td>Rupa Munakarmi</td>
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<tr>
<td>Time</td>
<td>Venue</td>
<td>Theme B: Governance and Power Sharing</td>
<td>Author(s)</td>
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<tr>
<td>11:00 - 11:30</td>
<td>Room 2</td>
<td><em>Job accountability in Nepali bureaucracy: What does matters?</em></td>
<td>Anil Kumar Gupta</td>
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<tr>
<td>11:30 - 12:00</td>
<td>Room 2</td>
<td><em>The role of information technology in modernizing the courts: A case of Nepalese judiciary</em></td>
<td>Krishna Prasad Paudel</td>
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<tr>
<td>12:00 - 12:30</td>
<td>Room 2</td>
<td><em>Bureaucratic hurdles of employment in Nepal: From insider’s lens</em></td>
<td>Bibek Kumar Pandit</td>
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<td>12:30 - 13:00</td>
<td>Room 2</td>
<td><em>Managing technical education in community school: An accountability perspective</em></td>
<td>Kul Prasad Khanal</td>
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<td>Chair: Thomas Bolli</td>
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<td>Rapporteur: Devendra Adhikari</td>
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<tr>
<th>Time</th>
<th>Venue</th>
<th>Theme C: Cost-benefit Analysis</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>11:00 - 11:30</td>
<td>Room 3</td>
<td><em>Social support affecting transfer of training in Nepal</em></td>
<td>Anup Bhurtel</td>
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<tr>
<td>11:30 - 12:00</td>
<td>Room 3</td>
<td><em>An empirical study on the education return of Chinese floating workers based on the perspective of labor market segmentation</em></td>
<td>Fang Minye</td>
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<tr>
<td>12:00 - 12:30</td>
<td>Room 3</td>
<td><em>Implementing skill development policy in India from the perspective of UN sustainable development goals</em></td>
<td>I-Hsuan Cheng</td>
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<td>12:30 - 13:00</td>
<td>Room 3</td>
<td><em>Learning through practice in TVET</em></td>
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<td>Chair: Indra M. Yamphu</td>
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<td>Rapporteur: Milan Shrestha</td>
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<th>Time</th>
<th>Venue</th>
<th>Theme D: Quality, Equity, and Relevance</th>
<th>Author(s)</th>
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<tr>
<td>11:00 - 11:30</td>
<td>Room 4</td>
<td><em>Technology integration in TVET program</em></td>
<td>Jiwak Raj Bajracharya</td>
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<tr>
<td>11:30 - 12:00</td>
<td>Room 4</td>
<td><em>Relationship between physical resources and students satisfaction in Kalika Medical and Technical College, Gaidakot, Nepal</em></td>
<td>Deepak Khanal, Ishwor Rimal, Mani Gaire</td>
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<tr>
<td>Time</td>
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</table>
| 12:00 - 12:30 |       | Rapporteur: Ishwor Rimal  
Total quality management in education: The practices of TVET | Kishwor Chandra Sharma                                                     |
| 12:30 - 13:00 |       | Role of academic leaders to bridge gaps between the world of work and the world of learning | Dhanapati Subedi                                                          |
| Parallel Session | Theme E: Work, Education, and Training | Author(s)                                                                 | Author(s)                                                                 |
| 11:00 - 11:30 | Room 5 | Integrating the world of work into initial TVET teacher education in South Africa | • Andre van der Bijl  
• Vanessa Taylor                                                                 |
| 11:30 - 12:00 | Chair: Shahadat Hossain Khan | Education, training and work of women in online business in Nepal | Sharmila Syangtan                                                          |
| 12:00 - 12:30 | Rapporteur: Bikash G. | An exploration for demand based TVET in Nepal | Binod Krishna Shrestha                                                     |
| 12:30 - 13:00 |       | Skilling youth through industry linkages: What is and what should be case of Nepal? | Anoj Bhattarai                                                            |
| Parallel Session | Theme F: Development and TVET | Author(s)                                                                 | Author(s)                                                                 |
| 11:00 - 11:30 | Room 6 | Vocational training and labour market outcomes in India: Evidences from NSSO data | • Pradeep Kumar Choudhury  
• Deepak Kumar                                                                     |
| 11:30 - 12:00 | Chair: Suresh Gautam | Vocational education and livelihood improvement of young people in Nepal | Rojee Joshi                                                                |
| 12:00 - 12:30 | Rapporteur: Suraj D. | Making entrepreneurial intent count: Why vocational and technical skills and education matters | Sanjay Hamal                                                               |
| 12:30 - 13:00 |       | Enhancing technology education student’s enterprising skills in renewable energy technologies: A veritable tool for poverty alleviation and energy security | • Tswanya Moses Saba  
• Emmanuel Raymond                                                               |
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<th>Time</th>
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<th>Activities</th>
<th>Author(s)</th>
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<tr>
<td>Parallel Session</td>
<td>Theme G: Institutions and systems</td>
<td>TVET through open and distance learning mode in Nepal: Prospects and challenges</td>
<td>Rebat Kumar Dhakal</td>
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<td>11:00 - 11:30</td>
<td>Room 7</td>
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<td>Chair:</td>
<td>Takujyo Ito</td>
<td>TVET trail and traits: An account of the development of TVET in Nepal</td>
<td>Binayak Krishna Thapa</td>
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<tr>
<td>11:30 - 12:00</td>
<td>Dil Chandra Pandey</td>
<td>Vocational qualifications framework: An instrument to enhance employment, income, and job quality</td>
<td>Devi Prasad Dahal</td>
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<tr>
<td>12:00 - 12:30</td>
<td>Room 1</td>
<td>Cultivation of ethics of critique in TVET schools: Does ethical sensitivity matter?</td>
<td>Prakash Chandra Bhattarai</td>
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<tr>
<td>12:00 – 13:00</td>
<td>(Main Hall)</td>
<td>Workshop on Entrepreneurism</td>
<td>Noel Ginsburg</td>
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<tr>
<td>13:00: 14:00</td>
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<td>Lunch</td>
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<tr>
<td>14:00-14:45</td>
<td>Keynote II</td>
<td>The power of youth apprenticeship</td>
<td>Noel Ginsburg</td>
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<td>14:45-15:00</td>
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<td>Moving Break</td>
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<td>15:00- 17:00</td>
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<td>Parallel Sessions for Oral Presentations II</td>
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<tr>
<td>Parallel Session</td>
<td>LELAM Team Presentation</td>
<td>Descriptive analysis of the students entering MEP Professional Technical Colleges (CTPs), graduating from the CTPs and entering the University of Costa Rica (UCR)</td>
<td>• Jacqueline García Fallas&lt;br&gt;• Silvia Camacho Calvo</td>
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<tr>
<td>15:00 - 15:30</td>
<td>Room 1</td>
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<td>Chair:</td>
<td>Günther Isabel</td>
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<td>15:30 - 16:00</td>
<td>Durga Baral</td>
<td>Financial flow in TVET in Nepal: Transiting from the Old to the New Constitution</td>
<td>• Mahesh Nath Parajuli&lt;br&gt;• Ursula Renold&lt;br&gt;• Usha Bhandari&lt;br&gt;• Hari Lamsal</td>
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<tr>
<td>Rapporteur:</td>
<td>Bikash G.</td>
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<td>16:00 - 16:30</td>
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<td>Evaluation of a curriculum HFW in Switzerland: Employers’ perception</td>
<td>Maldonado-Mariscal, K.</td>
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<td>Ursula Renold</td>
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<td>Rageth Ladina</td>
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<td>Sritharan Aranya</td>
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<td>16:30 - 17:00</td>
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<td>Social institutions in education and training programs: A theoretical framework</td>
<td>Ursula Renold</td>
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<td>Rageth Ladina</td>
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**Parallel Session**

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<th>Integrated Theme</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>15:00 - 15:30</td>
<td>Room 2</td>
<td>Conscientiousness and motivator factors: Can they contribute with each other among TVET teachers?</td>
<td>Milan Shrestha</td>
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<tr>
<td>15:30 - 16:00</td>
<td>Room 2</td>
<td>The locus of local governance in TVET: An inquiry in policy preparedness of Kathmandu Metropolitan city</td>
<td>Gunjan Khanal</td>
</tr>
<tr>
<td>16:00 - 16:30</td>
<td>Room 2</td>
<td>TVET policies of Nepal: A critical discourse analysis</td>
<td>Tikaram Poudel</td>
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<tr>
<td>16:30 - 17:00</td>
<td>Room 2</td>
<td>Adverse market economy to use vocational training skills: An alarming economic challenge for female ex-combatants in post-war settings</td>
<td>Debendra Prasad Adhikari</td>
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**Parallel Session**

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<tr>
<th>Time</th>
<th>Venue</th>
<th>Theme H: Financing and Fund Sharing</th>
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<tbody>
<tr>
<td>15:00 - 15:30</td>
<td>Room 3</td>
<td>Financing small and medium enterprises: A case study of Kathmandu, Nepal</td>
<td>Bishnu Prasad Pathak</td>
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<tr>
<td>15:30 - 16:00</td>
<td>Room 3</td>
<td>Financing of TVET in Nepal</td>
<td>Baikuntha Prasad Aryal</td>
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<tr>
<td>16:00 - 16:30</td>
<td>Room 3</td>
<td>TVET financing and fund sharing</td>
<td>Hari Lamsal</td>
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<tr>
<td>16:30 - 17:00</td>
<td>Room 3</td>
<td>Knowledge management in TVET</td>
<td>Devendra Adhikari</td>
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<td>Time</td>
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<tr>
<td>15:00 - 15:30</td>
<td>Room 4</td>
<td>Aspirations of secondary school students towards pursuing TVET</td>
<td>Sanam Maskey</td>
</tr>
<tr>
<td>15:30 - 16:00</td>
<td>Chair: Dhanapati Subedi</td>
<td>Exploring student’s choice to staff nursing education: A narrative inquiry</td>
<td>Raju Moktan</td>
</tr>
<tr>
<td>16:00 - 16:30</td>
<td>Rapporteur: Deepak K.</td>
<td>Teaching tourism skills to less educated persons: Challenges and opportunities explored from a rural tourism destination in Chitwan, Central Nepal</td>
<td>Chet Nath Kanel</td>
</tr>
<tr>
<td>16:30 - 17:00</td>
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<td>Teaching and learning in TEVT field: A case of a TECS school from Jajarkot</td>
<td>Tilak Bahadur Khatri</td>
</tr>
<tr>
<td>15:00 - 15:30</td>
<td>Room 5</td>
<td>Automobile Maintenance Repairs in Nigeria “The Hidden Treasure”</td>
<td>Muhammad Shuaibu Birniwa</td>
</tr>
<tr>
<td>15:30 - 16:00</td>
<td>Chair: Jiwak Raj Bajracharya</td>
<td>Challenges and opportunities of TVET in developing Countries: A cases from Sudan</td>
<td>Abdelmoiz Ramadan</td>
</tr>
<tr>
<td>16:00 - 16:30</td>
<td>Rapporteur: Kishwor S.</td>
<td>Notions and evaluation practices based on the approach for competences of several specialties implemented in the professional technical colleges of Costa Rica</td>
<td>Silvia Camacho Calvo</td>
</tr>
<tr>
<td>16:30 - 17:00</td>
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<td>What is worth a qualification? Labour migration and skills recognition</td>
<td>Christiane Eberhardt</td>
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<tr>
<td>15:00 - 15:30</td>
<td>Room 6</td>
<td>Traditional occupations threatened in community forestry in Nepal</td>
<td>Bhola Bhattarai</td>
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Program and Abstracts  #ICTVET 2019
<table>
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<tr>
<th>Time</th>
<th>Venue</th>
<th>Activities</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>15:30 - 16:00</td>
<td>Chair: Devi Prasad Dahal</td>
<td><em>Traditional leather shoe occupation, TVET, and socio-occupational dignity</em></td>
<td>Riban Mangrati</td>
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<tr>
<td>16:00 - 16:30</td>
<td>Rapporteur: Sunila B.</td>
<td><em>Indigenous skill transfer and employability among ‘Shilpakar’ community</em></td>
<td>Sanjog Shiwakoti</td>
</tr>
<tr>
<td>16:30 - 17:00</td>
<td></td>
<td><em>Gender stereotypes on Technical and Vocational Education and Training (TVET)</em></td>
<td>Indra Mani Yamphu</td>
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**Parallel Session**

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<tr>
<th>Time</th>
<th>Venue</th>
<th>Theme L: Sociology of TVET</th>
<th>Author(s)</th>
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</thead>
</table>
| 15:00 - 15:30| Room 7         | Employability, skill and occupation of youth and marginalized community: An analysis from Sociological perspective-underclass | • Purna Bahadur Nepali  
• Mohan Singh Sunar  
• Sushant Bhandari |
| 15:30 - 16:00| Chair: Prakash C Bhattarai | Linking VSD to inclusive growth: Why labour processes and context matter | Hannes Teutoburg-Weiss |
| 16:00 - 16:30| Rapporteur: Mani G. | Empowering Tharu and Bote women through vocational skill: A case of Amaltari home stay | Surya Neupane |
| 16:30 - 17:00|                | Influence of foreign employment in Nepalese family structure and relationship | Kamal Giri |
| 17:30        |                | Bus Leaves for Kathmandu    |                                                |
# Thursday, 12 September 2019 (Day II)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
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<tr>
<td>7:45- 8:30</td>
<td>Breakfast</td>
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<tr>
<td>8:30- 9:15</td>
<td><strong>Keynote III</strong>&lt;br&gt;(Main Hall)&lt;br&gt;Comparative analysis of Vocational Education and Training (VET): How to establish strong linkages between actors of the education and employment systems?</td>
<td>Ursula Renold</td>
</tr>
<tr>
<td>9:15- 9:30</td>
<td><strong>Moving Break</strong></td>
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<tr>
<td>9:30- 11:30</td>
<td><strong>Parallel Sessions for Oral Presentation III</strong></td>
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<tr>
<td>Parallel Session</td>
<td><strong>Theme A: LELAM Team Presentation</strong></td>
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<tr>
<td>9:30 - 10:00</td>
<td>Room 1&lt;br&gt;Chair: Ursula Renold&lt;br&gt;Meta-analysis: Assessing the impact of TVET programs on youth labor market outcomes</td>
<td>• Johanna Kemper&lt;br&gt;• Andrea Ghisletta&lt;br&gt;• Jonathan Stoeterau</td>
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<tr>
<td>10:00 - 10:30</td>
<td>Room 1&lt;br&gt;Chair: Ursula Renold&lt;br&gt;Challenges of scaling up an apprenticeship pilot: A case study of Nepal</td>
<td>• Thomas Bolli&lt;br&gt;• Mahesh Nath Parajuli&lt;br&gt;• Ursula Renold&lt;br&gt;• Binayak Krishna Thapa&lt;br&gt;• Johanna Kemper</td>
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<tr>
<td>10:30 - 11:00</td>
<td>Room 1&lt;br&gt;Rapporteur: Deepak K.&lt;br&gt;Contractual choice in informal apprenticeship training</td>
<td>• Bart Kudrzycki&lt;br&gt;• Johanna Kemper</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Room 1&lt;br&gt;Reform of vocational education and training system in Benin: An exploration of social anthropological field</td>
<td>• Guy Sourou Nouatin&lt;br&gt;• Esaïe Gandonou&lt;br&gt;• Rubain Bankole</td>
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<tr>
<td>Parallel Session</td>
<td><strong>Theme: Sociology of TVET</strong></td>
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<tr>
<td>9:30 - 10:00</td>
<td>Room 2&lt;br&gt;Teacher’s perception of critical thinking: Beneficial or time consuming?</td>
<td>Sulochana Nepal</td>
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| 10:00 - 10:30| **Chair:** Tikaram Poudel **Rapporteur:** Kishwor S.  
*Identity construction of female through TVET* | Tara Paudel                                                    |
| 10:30 - 11:00| **Rapporteur:** Kishwor S.  
*Needed Innovative Practices among Public Private Partnership Stakeholders in Technical and Vocational Education for Enhancing Skill Training of the Underprivileged* | Raymond Emmanuel  
Ajunwa Joseph  
Mohammed Aminu  
Mohammed Mohammed |
| 11:00 - 11:30| *TVET for labour migrants: Exposure to trade* | Sunila Baniya                                                   |

**Parallel Session**

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<thead>
<tr>
<th>Time</th>
<th>Integrated Theme</th>
<th>Author(s)</th>
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</table>
| 9:30 - 10:00 | **Room 3**  
*Defense of the labor market by the ancestral owners of land: Indigenous landowners now excluded analysis of realities of Latin American exclusion* | Eduardo Erazo Acosta                                             |
| 10:00 - 10:30| **Chair:** Suresh Gautam  
*STEAM pedagogy in TVET field* | Binod Prasad Pant  
Bal Chandra Luitel                                                  |
| 10:30 - 11:00| **Rapporteur:** Bikash G.  
*The role of TVET to empower the youth of Nepal* | Min Kumar Tamang                                                  |
| 11:00 - 11:30| **Room 3**  
*TVET and stakeholders’ needs on LMIS in Nepal* | Mahashram Sharma                                                 |

**Parallel Session**

<table>
<thead>
<tr>
<th>Time</th>
<th>Theme A: Policy, Planning, and Practices</th>
<th>Author(s)</th>
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</thead>
</table>
| 9:30 - 10:00 | **Room 4**  
*Skills gap assessment between TVET institutions and industries of Bangladesh: Perspectives from industrial experts* | Md. Shahadat Hossain Khan  
Thafimul Islam                                                   |
| 10:00 - 10:30| **Chair:** Agni Prasad Kafle  
*Applying migrants’ local knowledge and skills of origin community in new contexts* | Lal Bahadur Pun                                           |
| 10:30 - 11:00| **Rapporteur:** Milan S. + Sunila B.  
*Women participation in non-traditional occupations: A case study* | Pashupati Joshi                                             |
| 11:00 - 11:30| **Rapporteur:** Milan S. + Sunila B.  
*Skill formation regimes in Nepal: Two steps forward, one step back* | Sohan Prasad Sha                                               |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>Parallel Session</td>
<td><strong>Theme B: Governance and Power Sharing</strong></td>
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<tr>
<td>9:30 - 10:00</td>
<td>Room 5&lt;br&gt;<strong>Chair:</strong> Christiane Eberhardt&lt;br&gt;<strong>Rapporteur:</strong> Durga B. + Mani G.</td>
<td>Ryan Gifford</td>
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<td>10:00 - 10:30</td>
<td><strong>International TVET project partnerships: A case study of staff engagement</strong></td>
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<tr>
<td>10:30 - 11:00</td>
<td><strong>Governing TVET in federal Nepal: Centralized or decentralized management?</strong></td>
<td>Thakur Prasad Bhatta</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td><strong>TVET skill mapping strategy in Nepal: Linkages between skill development and employment</strong></td>
<td>Pramod Bahadur Shrestha</td>
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<td><strong>Aspiration of Local TVET System of Gaindakot</strong></td>
<td>• Suraj Dawadi&lt;br&gt;• Anil Muni Bajracharya&lt;br&gt;• Dil Chandra Pandey</td>
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<td>Parallel Session</td>
<td><strong>Integrated Theme</strong></td>
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<tr>
<td>9:30 - 10:00</td>
<td>Room 6&lt;br&gt;<strong>Chair:</strong> Jackeline Garcia Fallas&lt;br&gt;<strong>Rapporteur:</strong> Devendra Adhikari</td>
<td>Ramesh Pathak</td>
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<tr>
<td>10:00 - 10:30</td>
<td><strong>Foreign employment and livelihood: A case of foreign migrant workers</strong></td>
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<td>10:30 - 11:00</td>
<td><strong>Digital leadership in TEVT sector: Addressing pedagogical change and work place skill needs using ICT</strong></td>
<td>Shesha Kanta Pangeni</td>
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<tr>
<td>11:00 - 11:30</td>
<td><strong>Industry Sector Human Resource Need Survey in Bangladesh - The gap between what job market demand and what TVET institution offer</strong></td>
<td>• Takuiro Ito&lt;br&gt;• Yoshinaga Nakamura&lt;br&gt;• Yumi Yamaguchi</td>
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<td><strong>Integration of ICTs in open and distance learning as an opportunities: Teachers’ perspectives</strong></td>
<td>Anila Jha</td>
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<td>Parallel Session</td>
<td><strong>Governance and Power Sharing</strong></td>
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<tr>
<td>9:30 - 10:00</td>
<td>Room 7&lt;br&gt;<strong>TVET in the community school of Nepal: Opportunities and challenge</strong></td>
<td>Prem Singh Shintan</td>
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<td>10:00 - 10:30</td>
<td><strong>Chair:</strong> Andre van der Bijl</td>
<td>Shobha Prasai</td>
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<td><strong>Rapporteur:</strong> Kul P. Khanal</td>
<td><strong>Revitalizing Jiri Technical School in a dramatically changed context: Governance, management and employability</strong></td>
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<td><em>Neo liberal economic policy and the issues of TVET education in Nepal</em></td>
<td>• Agni Prasad Kafle</td>
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<td>• Hansruedi R Pfeiffer</td>
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<td>10:30 - 11:00</td>
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<td><strong>MTVET program at KUSOED: An effort to linking education with job market</strong></td>
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<td>• Prakash Kumar Paudel</td>
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<td>• Mahesh Nath Parajuli</td>
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<td>• Binayak Krishna Thapa</td>
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<td>11:00 - 11:30</td>
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<td><strong>Moving Break</strong></td>
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<tr>
<td>11:30-11:45</td>
<td></td>
<td><strong>Workshop (Parallel)</strong></td>
</tr>
<tr>
<td>11:45-13:00</td>
<td><strong>Workshop -1 Rapporteur:</strong> Devendra Adhikari + Bikash G.</td>
<td><strong>Complexities of institutional relationships for the promotion of TVET system in Nepal</strong></td>
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<td>• Dev Bir Basnyet</td>
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<td>• Bhawani Shankar Subedi</td>
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<tr>
<td>11:45-13:00</td>
<td><strong>Workshop -2 Rapporteur:</strong> Debendra P. Adhikari + Suraj D.</td>
<td><strong>Governance and power-sharing in TVET: The case of Nepal – Sharing of practical experiences</strong></td>
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<td>• Rajendra Shrestha</td>
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<td>• Erik Winther-Schmidt</td>
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<td>13:00-14:00</td>
<td></td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>14:00-14:45</td>
<td><strong>Keynote IV (Main Hall)</strong></td>
<td><strong>Small island countries in the North Pacific: Lessons for global action</strong></td>
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<td>Wayne Mendiola</td>
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<tr>
<td>14:45-15:00</td>
<td></td>
<td><strong>Moving Break</strong></td>
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<tr>
<td>15:00-16:00</td>
<td></td>
<td><strong>Parallel Sessions for Oral Presentation IV</strong></td>
</tr>
<tr>
<td><strong>Parallel Session</strong></td>
<td><strong>Theme D: Quality, Equity, and Relevance</strong></td>
<td><strong>Author(s)</strong></td>
</tr>
<tr>
<td>15:00-15:30</td>
<td><strong>Room 1</strong></td>
<td><strong>Employer’s engagement on employability of TVET graduates in Nepal: Rhetoric and reality</strong></td>
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<td>Amrita Sharma</td>
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| 15:30 - 16:00 | **Chair:** Paola Monserrat Bordon Tapia  
**Rapporteur:** Mani G.  
*Use of technology to improve TVET in middle-school science classroom* | Roshani Rajbanshi                          |
| **Parallel Session** | **Theme E: Work, Education, and Training**  
15:00 - 15:30 | **Room 2**  
**Chair:** Roshani Rajbansi  
**Rapporteur:** Dil+Sunila  
*Nursing students’ perspective on their profession: A quantitative study* | Khagendra Adhikari                          |
| 15:30 - 16:00 | **Chair:** Roshani Rajbansi  
**Rapporteur:** Dil+Sunila  
*Youth attraction toward TVET: A study of Nawalpur* | Bikash Gaju, Chandra Prasad Timsina, Dipika Sharma, Devendra KC |
| **Parallel Session** | **Theme M: Inclusion in TVET**  
15:00 - 15:30 | **Room 3**  
**Chair:** Tikaram Poudel  
**Rapporteur:** Debendra + Deepak  
*Learning and earning: Youth in the city* | Suresh Gautam                              |
| 15:30 - 16:00 | **Chair:** Tikaram Poudel  
**Rapporteur:** Debendra + Deepak  
*STEM and gender differences in tertiary vocational education: The case of Chile* | Miski Peralta                              |
| **Parallel Session** | **Theme E: Work, Education, and Training**  
15:00 - 15:30 | **Room 4**  
**Chair:** Dhanapati Subedi  
**Rapporteur:** Sanjay + Kishwor S.  
*TVET in higher education in Nepal: Opportunities and challenges* | Niroj Dahal                                |
| 15:30 - 16:00 | **Chair:** Dhanapati Subedi  
**Rapporteur:** Sanjay + Kishwor S.  
*Student friendly teaching learning environment: Experiences from TVET schools in Kathmandu Valley* | Ramila Subedi                              |
| 16:00 – 16:30 | **Closing Ceremony** | Laxman Gnawali                            |
| 17:00       | **Bus Leaves for Kathmandu** |                                            |
Keynote Abstracts

(Keynote Sessions)
Keynote 01
Wednesday, 11 September 2019
CONFERENCE HALL, 10:15 - 10:45

Tanka Nath Sharma
Former Dean, Kathmandu University School of Education, Nepal

Professor Tanka Nath Sharma holds a PhD in *Workforce Education and Development* specializing in Leadership. He has more than 30 years of working experience in the field of education and related programmes in Nepal. Prof. Sharma has made substantial contribution to developing education and training policies at the national level. Prof. Sharma was constantly engaged as a national expert in TEVT policy development and developing innovative programs in TEVT from 2003 to 2012 in Nepal through ADB supported project, Swiss Government supported project and Finnish Government supported projects. TEVT policy 2004; TEVT policy 2007, TEVT and skill development policy detail of 2008; and TEVT policy of 2012 were some of the outcomes of his professional contribution. Similarly, technical education in community schools, TEVT as a separate stream in secondary education, and soft skill associated TEVT were conceptualized by Prof. Sharma and are being implemented in Nepal. As a professor in education, Sharma is engaged in teaching graduate courses, guiding MPhil and PhD research, participating in professional activities and has written several articles in education and training related areas. Prof. Sharma also served as the Dean of School of Education at Kathmandu University.

Adult education and training, labour market information, competency-based education, career education, cooperative vocational education, school to work transition, program evaluation of work education are some of the relevant specialized courses taken during university education which are being practiced...
by Prof. Sharma. He constantly advocates formalizing non-formal and informal learning in education system and have been successful in gaining attention of education policy makers in Nepal. Recently, Prof. Sharma was also nominated by the government of Nepal to serve as a member of High Level Education Commission and the report has been submitted to the Prime Minister of Nepal.

**Recognizing non-formal and informal learning leading to national qualifications in TVET**

In a country like Nepal where majority of youths and adults possess low level of education and skills, expansion of learning opportunities by integrating formal, non-formal and informal education to ensure that every citizen (who wish to) continues skill upgrading or advancing their education through lifelong learning process has become an urgent need. This calls for avenues for a system of qualification framework, recognition of prior learning and a clear pathway for education and training to facilitate vertical and horizontal mobility for learners from various occupations.

This presentation covers the topics of (a) a framework for lifelong learning, (b) harmonizing learning outcomes achieved through various modes of learning (formal, non-formal and informal) – learning outcomes organized through a framework of occupational standards, assessment and certification, (c) developing a system of National Qualifications Framework, (d) integration of general and vocational qualifications to promote mobility, and (d) the certification of competencies and awarding recognized qualifications.

The paper advocates the integration of education and training systems to provide opportunities for individuals to move within and between systems based on recognition of their knowledge, competencies and skills. This integration will have the benefits of increasing participation and achievement, encouraging the acquisition of basic skills, strengthening vocational pathways, providing opportunities for greater breadth and depth of learning, reducing the
assessment burden, making the system simpler and more transparent and developing opportunities for expanding distance and open learning.

In the context of federalism, the central question posed by the paper is ‘how can central, provincial and local governments share the responsibility for developing integrated systems that allow mobility and recognize learning outcomes acquired through a range of modes (formal, informal, non-formal education using open and distance modes of delivery)?’

The presentation proposed three strategies for implementing integration of different modes of learning and pathways to education: (1) Develop a National Qualifications Framework and make it functional with legal foundations, (2) Harmonise Learning Outcomes, and (3) Promote lifelong learning and mobility in TVET. Concerning national qualification, the paper proposes to develop a National Qualification Authority having its constituent bodies at the provincial and local levels, develop National qualification Framework, expand qualifications in new economic and social sector, incorporate learning acquired through less formal modes in the framework, provide career guidance to people and increase skill development opportunities for existing workforce. To facilitate mobility utilizing formal, informal and non-formal modes of learning, recognition of qualification will be based on the assessment of competence specified in the National Vocational Qualifications Framework; and developing and implementing an assessment system and assessment services for all learners regardless of their location and how their learning competence was acquired.
Keynote 02
Wednesday, 11 September 2019
CONFERENCE HALL, 14:00-14:45

Noel Ginsburg
Founder and CEO, Intertech Plastics
Founder and CEO, CareerWise Colorado

In 1980, while still in his senior year at the University of Denver, Ginsburg founded Intertech Plastics. Intertech is a custom injection molding business, manufacturing products for the consumer, packaging, industrial and medical device markets. The company employs nearly 200 people out of two facilities and operates 24 hours a day, seven days a week.

Ginsburg is also the founding Executive Chair of the Board and CEO for CareerWise Colorado, a statewide nonprofit organization dedicated to building the middle class by closing the skills gap through experiential learning. CareerWise is building a system of youth apprenticeships across a variety of modern industries including financial services, information technology, and advanced manufacturing to ensure businesses have a capable workforce and all students have a clear and sustainable career path to success.

Recently, Ginsburg made a bid for Colorado Governor. During his campaign, he traveled the state and connected deeply with the concerns of its citizens on many issues and elevated the discussion around the need for workforce and education innovation. He has since returned to his role at CareerWise where he applies the learnings from the campaign trail of Colorado’s communities to the development of a statewide modern youth apprenticeship system.
Former Governor Hickenlooper appointed Ginsburg to lead the Business Experiential Learning (BEL) Commission for the State of Colorado. Ginsburg was the founding Chair of the Colorado Advanced Manufacturing Alliance (CAMA).

Throughout his career, Ginsburg has been active in many community and civic organizations. Notably, Ginsburg was among the founding board members and is a past president of the Colorado I Have a Dream Foundation. Along with his wife Leslie, Ginsburg sponsored 42 inner-city children in the first class of “Dreamers” in the Colorado I Have a Dream Foundation. Their commitment continued through the children’s graduation from high school and beyond, spanning more than 10 years and resulting in a graduation rate nine times the neighborhood average. Ginsburg received the Martin Luther King Social Responsibility Business Award in 1995, the Daniel L. Ritchie Award for Ethics in Business in 1998, the 2001 Leadership Denver Outstanding Alumnus Award, the 2012 Goodwill Community Leader Award, and the Anti-Defamation League’s 2016 Civil Rights Award.

Ginsburg also served as a member of the State Economic Development Commission and the Colorado Workforce Development Council, a board member of the Metro Denver Chamber of Commerce, chair of the Denver Public Schools College and Career Pathways council, board chair and general campaign chair of the Mile High United Way, and board chair and general campaign Chair of JEWISHcolorado. He’s also served as president of the Denver Public Schools Foundation and was the Founding Co-chair of The Leadership Initiative.

Noel is the proud husband to Leslie Ginsburg and father of their children, Corey Ginsburg, who works for Intertech Plastics as Chief Strategy Officer and Director of Sales, and Ali Ginsburg, a personal trainer and body sculpting competitor in Denver.
The power of youth apprenticeship

In the state of Colorado, U.S.A, CareerWise has built a modern youth apprenticeship system based on the Swiss Vocational Education and Training model. After four years of operations, the system is operating in six distinct Colorado communities serving hundreds of student apprentices and businesses across a variety of high growth industries, including financial services, information technology, healthcare, advanced manufacturing, and education. CareerWise’s business partners are realizing the benefits of an improved talent pipeline of 21st century workers, while apprentices are gaining valuable skills and experience outside the classroom. The CareerWise system is intended to not only grow throughout the state of Colorado, but also across the United States. Since its inception, CareerWise has formed partnerships with communities across the country, including Washington, D.C., Elkhart County, Indiana, and New York City, New York, which has launched implementation of the CareerWise model this year with such business partners as JP Morgan Chase, Amazon, Accenture, Bloomberg, Bank of America, and Mastercard. Throughout its lifetime, CareerWise has developed tools and technology to support its work and has continuously documented its processes in Colorado and nationally, incorporating new learnings and insight to consistently adapt and improve its product and operations to meet the needs of the United States context. As Founder and Chief Executive Officer of CareerWise, Mr. Ginsburg will speak about the challenges CareerWise has faced as it has established this new system and the lessons that have been learned along the way. He will also describe the opportunity a statewide, and even more so, a nationwide youth apprenticeship model presents to industry and to the future workforce of America.
Keynote 03
Thursday, 12 September 2019
CONFERENCE HALL, 08:30 - 09:15

Ursula Renold
Head of Division Comparative Education System Research
ETH Zurich

Beginning in April 2013, Ursula Renold headed the “education systems” field of research in the KOF Swiss Economic Institute at the ETH Zurich. The aim of the new field is to compile comparative country studies on selected areas of the education systems as well as recommendations on potential areas of cooperation to improve the positioning of the Swiss education, employment and in particular, the vocational training system.

Ursula Renold and her team works closely with international institutions as well as with Swiss trade and industry, and will assist the latter with the export of education through feasibility studies and with the international marketing of the Swiss education system.

Comparative analysis of Vocational Education and Training (VET): How to establish strong linkages between actors of the education and employment systems?

The keynote will deal with the governance, institutional configuration and functions and structure of education systems. Education systems can be described in different ways, and the most relevant features are: understanding forms of education, the functions and structure of the VET system, the embeddedness of the VET pathways within the education system as a whole, the transition mechanisms from one level to another in order to improve permeability, and the system’s governance and involved institutions. Those features have an impact on the educational process and should therefore be
analyzed carefully. The goal of the keynote is to get an understanding of how to compare education systems and assess whether your own education system has an appropriate governance, as well as appropriate configurations of social institutions. Ideally, such a system is able to offer career pathways leading to adequate employment and/or progressive routes to higher education.

**Keynote 04**
Thursday, 12 September 2019
CONFERENCE HALL, 14:00 - 14:45

**Wayne Mendiola**
Acting Secretary
National Department of Education
Federated States of Micronesia

Mr. Wayne Mendiola Jr gained his Master’s degree in Educational Leadership from San Diego State University in California in 2011. In the year 2000, Mr. Mendiola obtained his Bachelor’s degree in Elementary Education from University of Guam. Mr. Mendiola has served over a decade as senior teacher, vice-principal and principal at both Elementary and high-school in FSM. In 2003, Mr. Mendiola began his new career as the employee of the national government. Since then, he has served continuously to the National Department of Education under various portfolios. Mr. Mendiola is currently serving as Acting Secretary of the National Department of Education in the Federated States of Micronesia. Besides his current acting position, Mr. Mendiola is one of the senior most Assistant Secretaries of the National Department of Education. He is in charge of the Formal and Non-formal Education Division of the NDOE.
Mr. Mendiola is also serving currently as the Chairman of FSM National Commission for UNESCO; Chairman of the US Block Grant Advisory Council; Board Member of the Pacific Board of Education Quality (PBEQ); Member of the Pacific Heads of Education System (PHES); Steering Committee member for Pacific Islands Literacy and Numeracy Assessment (PILNA); Project Director of Improving Quality of Basic Education project (IQBE), and as the Focal Point for FSM Gender Policy Implementation, among many other portfolio he has.

**Small island countries in the north Pacific: Lessons for global action**

A conglomeration of small islands spread over a large body of the North-west Pacific Ocean forms an archipelago of Micronesia that consist of consists of five sovereign nations: Republic of Palau (ROP), Federated States of Micronesia (FSM), Republic of the Marshall Islands (RMI), Kiribati, and Nauru along with the US territory Guam and the Commonwealth of Northern Mariana Islands (CNMI). These new and emerging nations inherit rich culture and have been blessed by the nature with lush green vegetation, pristine environments, and endless potential for tourism; these nations remain unknown and isolated from most of the world. As such, challenges for development imperatives that these small island countries present are unique in many ways.

The purpose of this deliberation therefore is to shed light on these hidden jewels in the Pacific and to let the world development forums, through international conference like this one in Nepal, so that the international community could acknowledge our existence and our challenges.

Nepal’s craving for a small outlet to the ocean is well understood. It would not be a surprise if some of our Nepali colleagues believe in being landlocked is a curse. From the Micronesian region we share the same understanding with our Nepali colleagues. In our case, however, we crave for a small outlet (of a strip
of land) to the mainland. Like our Nepali counterparts, at times we also consider being water locked is a curse in our development initiatives. The message therefore is loud and clear, geography is not the cause of underdevelopment nor is a curse of any kind. Whether we live in Nepal surrounded by land mass or in Micronesia surrounded by water bodies, our own geographies will bite us if we failed to harness potentials of our human resources.

With the changing global climate, both Nepal and Micronesia share similar degrees of vulnerability. As the melting glaciers and necked mountain peaks are first visible in Nepal, living in the island countries we see the rising levels of the ocean. These poses serious threats to human civilizations, and island nations are on the verge of disappearing.

Question of survival therefore has gone to the next level of challenge. It is no more just about livelihoods but is about living – being able to survive in all adversities, whether natural or manmade. How we can develop resilience and ready our next generation is the big question to our 21st century education thinkers.

Over the past few decades, relevance of general education is gradually fading away. While we consistently seek to connect education with economy and livelihoods, time has come to consider connecting education with survival, with living. It’s not a question of either or. It is rather about maintaining a balance of livelihoods and survival skills.

The keynote will address these broad concerns along with some highlights on why education reform in these small island countries have become inevitable and that focus is shifting away from general to technical and vocation education.
Paper Abstracts
(Oral Sessions)
Model of employability skills for strategic implementation of technical and vocational programs

Anil Muni Bajracharya
Abichar Bohara

Strategic implementation of technical and vocational education and training programs for production of national or international employable workforce requires identification of and decision-making on the possible alternatives. The types of skills demanded by employers have changed considerably over the past decades and are expected to change due to globalization, technological change and demographic shifts. This research tries to address the problem of skill mismatch and at the same time suggests a strategic model as a solution to the problem. Alternatives for skill matching and qualities of employable workforce were found through literature review and focus group discussion with experts from TVET sector, industries and pedagogy. The qualities of employable workforce were modeled as criteria and sub-criteria. Similarly, the production of employable workforce was modeled as the main goal. Expert Choice, analytical Hierarchy Process software has been used for processing the developed model. Questionnaire survey of nine Point Likert-scales has been used to find out the perception of experts on criteria and alternatives of the proposed model. A total of 25 experts were asked to rank and prioritize the criteria, sub-criteria and alternatives. The results of the questionnaire were then processed using Expert Choice Software and a model was developed which indicated the list of prioritized qualities of employable workforce along with the preferred alternatives to achieve the objective as defined in the model. The findings indicated that core TVET skills are the most important criteria for production of skilled workforce followed by generic skills and personal attitude. Within core TVET skills, it was found that problem solving and decision making skills were the most important skills followed by competency in core technical discipline and knowledge of contemporary issues. Similarly, ICT and Computer skills were considered
the most important generic skills followed by team work skills and communication skills. Among the alternatives available, it was found that relevant labor market information is the best alternative for producing employable workforce followed by training program reinforcement and adjustment, skill anticipation and assessment and cross country skill comparison. Hence, we can conclude that relevant labor market information will contribute to producing employable workforce. Therefore, it is recommended to construct a database of skill needs and mismatch indicators which would inform policy makers on how to adjust the training programs to labor market needs.

**Keywords:** competency, soft skill, core skill, analytical hierarchy process, competent workforce

#02 (11:30-12:00)

**Developing a typology of informal skills learning places in Nepal**

*Durga Prasad Baral*

The dominant category of the labour forces of Nepal is the workers from the informal sector where basically informal skills learning occur during the work. However, informal skills learning is not only limited to informal sector job. It can take place in all types of organizations, enterprises and institutions, of both formal and informal sectors. It is estimated that more than eighty percent of workers in Nepal are such informal skills learners who acquire occupational skills during their work. However, it is not evident what the typologies of working places of those informal skills learners are. Similarly, conceptual model explaining value provided by the society to those job places is lacking. Taking qualitative approach of inquiry, this paper analyses the existing legal frameworks and literature from the domestic cultural practices. Based on this analysis, it presents a typological model of informal skills learning places in Nepal developed mainly considering the points prescribed by Bailey (1994). It is claimed that the model provides a sound conceptual basis for identification of main categories and sub-categories of informal learning places. The model also presents a tentative picture of how educational qualification and social prestige obtained by a person is associated with informal skills learning place of the particular person.

**Keywords:** informal skills learning place, typology, model, social value
TVET Funding Mechanisms of Gaindakot Municipality

Sabin Sing  
Sunila Baniya  
Pushpa Pyakurel  
Pushpa Basnet

The paper aims to explore the TVET funding mechanisms of local government. The Constitution of Federal Republic Nepal envisions the role of local governance for the funding of the TVET program. The federal government is responsible for national TVET policy formulation, creating curriculum and qualification framework, providing accreditation and general quality control of TVET activities; the regulation and management lies with the provincial government while implementation of TVET functions will come under the jurisdiction of provincial and local governments. In this context, the study conducted using qualitative research approach found that the local government is positive on TVET expenditure but lack analysis on cost and benefit entailed in TVET Sector. In the similar line, it is not clear yet how the local government has prioritized TVET, funding mechanism at the local government for TVET activities; pulling of source of funding or resources; basis for budget allocation; coordination mechanism between all three level of the governments. During the study it was observed that understanding of TVET amongst the local government officials differed from what they are practicing to enhance the skills. Almost all the funds for the capacity building were focused on income generation activities in agriculture and animal rearing and least aware of the requirement of skills training related to construction, mechanical and health related skills development. As seen out of total local government budget only 0.93% was spent on vocational skills training and income generation activities. Furthermore, the local government has not specific financing modality of TVET. The elected bodies and the officials were keen on investing in the sectors and as of the economic development policy of the municipality they had identified - Agriculture, Tourism and Forestry pocket areas as potential for generating income, but are in a dilemma how to manage the funding source. The key constraint in allocating fund and TVET implementation is the prioritization of the sector by the local government. The paper concludes that elected representatives set the priorities in the present context in labor market and skills gaps for infrastructure development.

Keywords: Local Government, TVET Practice, Budget allocation
Perceptions and practices of integrity: A qualitative study of technical schools in Nepal

Rupa Munakarmi

Integrity is defined as following the conduct that meets commonly accepted standards and a way of maintaining and acting upon deeply held values (Banks, 2010). For me, this is about to behave in a consistent way with a strong cognition guided by the principles without any biases. The issue of integrity has been a timeless discourse in educational institutions despite some local practices to deal with it. Moreover, there are often clear disconnects between ‘what is said’ and ‘what is done’ as fair procedures in perceiving and practicing integrity. As a result, instructors/trainers have been facing challenges in their day to day life. In such a context, this paper explores the perceptions and practices of integrity of instructors/trainers in technical schools. Following the qualitative study design, I employed literature review with in-depth interviews and participant observation of purposively selected five members in the technical schools (three male and two female) in Kavre district. The findings show that the cultural context and environment of the school determines integrity of instructors/trainers and cannot be created by detached rules or procedures. There are multiple, contextual understandings of teachers’ integrity. Moreover, the study revealed that differences in the perspectives and practices of trainers/facilitators on integrity at technical schools are influenced by the leadership, knowledge, experience and training. I argue that the practices are based on the sentiments of agency, belonging and competencies of teachers and their professional identity which facilitated them to cope with differences in need of school community and government's priority. I also use the concept of ‘social capital’ to visualize the phenomena of changes in understanding the concept of integrity and its practice. This paper concludes that the culture of working with integrity fosters when the stakeholders are provided with a friendly working atmosphere, democratic environment in which the rules in the school are jointly created, and they feel responsible, have a sense of belonging and show mutual respect. Since integrity is a social phenomenon deeply rooted in socio-cultural practices, the state needs to come up with more sensitive and inclusive code of conduct for better results that are contextually developed through the participation of the concerned stakeholders of the schools. It would promote the senses of ownership and make the stakeholders more responsible and committed towards the school process.

Keywords: integrity, code of conduct, culture, perception, and practice
Job accountability in Nepali bureaucracy: What does it matter?

Anil Kumar Gupta

Accountability is the heart and soul of good governance within the bureaucratic structure throughout the world, and Nepal is not an exception. Time and again, the government of Nepal has adopted various plans, policies, and institutional mechanisms to hold bureaucrats accountable for their job performance. However, it is a general feeling that the bureaucrats are not accountable in their job performance as expected. Citizens often feel that bureaucrats are being irresponsible and unaccountable to their job, and criticize them for this. In this regard, this quantitative study examined the determinants of job accountability in Nepali Bureaucracy. For this, 213 bureaucrats were selected from the central level organizations of the Ministry of Education using the most popular and widely accepted framework proposed by Yamane (1967). After this, the survey was conducted by using self-administrated structured questionnaire, and data were analyzed employing descriptive and inferential statistics as well. The results of the study showed that the bureaucrats working in central level organizations of the Ministry of Education seem to be accountable to their job. Transparency, responsibility, and responsiveness also appear to be good; however, liability and controllability were not found to meet the expectations. This scenario reveals that there is a weak controllability mechanism to make bureaucrats accountable to their job. Similarly, there was a weak system for performance-based reward and punishment. It is interesting to note that job accountability of bureaucrats differed by their demographic attributes, results that were confirmed by descriptive statistics. On the other hand, inferential statistics did not produce significant effects. Therefore, it can be said that job accountability of bureaucrats were independent, and less or no effect of demographics attributes.

Keywords: Accountability, transparency, liability, controllability, responsibility and responsiveness
The role of information technology in modernizing the courts: A case of Nepalese judiciary

Krishna Prasad Paudel

The use of information technology (IT) and information and communication technology (ICT) in organizations is highly prioritized these days. In this context, this article focuses on the usage of IT and ICT in Nepal’s judiciary systems involving both judiciaries and court administrations to automate judicial activities. The judiciaries and court administrations play vital roles in establishing the future direction of the legal system of Nepal’s judiciary system. The objective of this study is to examine the current status of ICT used to strengthen the judicial activities of Nepal’s courts.

A case study was conducted to identify the current status of IT and ICT in relation with court automation and court administration. To conduct the case study, two judges, one registrar and two bench officers from the Supreme Court; two judges, one registrar and two bench officers from High Court; and two Judges, one registrar, two bench officer and two employees of case registration were taken. Furthermore, the policies and official documents of judiciary regarding usage of IT and ICT were studied to support the evidence provided by the respondent of this study.

This study has found that the judiciary of Nepal finalized its ICT Master Plan to automate judicial activities and it has been implemented to its all courts. This study has also found that the judicial activities like case registration, peshi automation, case hearing, decision of cases, cause list etc. are managed only through case management softwares. The information processing theory and organizational epistemology theory play vital roles in managing the cases, peshi, judgement, report management, court lawyer system. The inspection and monitoring activities like absence and presence of judges and official personnel of courts are also controlled and managed by the structured IT system these days. The judiciary is also planning to integrate all the activities related with the case through one single application in near future. The judiciary also established its own data center and in near future it is going to establish its own disaster recovery site to automate its judicial activities.

Keywords: Judiciary, Case Management, Automation, Judicial Software, Data Center
#07 (12:00-12:30)

**Bureaucratic hurdles of employment in Nepal: From insider’s lens**

*Bibek Kumar Pandit*

According to the Economic Survey of the Ministry of Finance (2016), Nepali labor market sees an entry of at least 512,000 youths per year. This entry of the young people in the labor market is regarded as the ‘capital’ for fostering the development (Schultz, 1961). World Bank in its report in 2018 claims that every month, the working age population increases by 35,000 people in Nepal and Nepal must create 286,900 jobs a year to maintain its employment rate. Nepal saw the departure of at least 1,026 people per day to various overseas labor destinations in the first eight months of fiscal year 2074/75 (World Bank, 2018). A national daily, *The Kathmandu Post* writes, overseas labor migration has been falling for the last two fiscal years, raising the need to create more jobs in the country (The Kathmandu Post, April 17, 2018). This brings the discourse of the urgent need of the employment generation in Nepal. The Government of Nepal recently launched a program aiming to strengthen the employment of the country. For the purpose, it has set up an employment service centre at each of its local governments. The center is expected to prepare the list of unemployed people in the local level annually and place them for the work so as to make them employed. Of many dimensions to implement this plan, the first dimensions to implement the plan are bureaucracy. Bureaucracy in Nepal has been labeled as the slow and traditional thus it is vital to explore the challenges of bureaucracy to implement the plan. The paper aims to explore the challenges from the lens of bureaucratic bodies through the qualitative analysis using the narrative inquiry of the people leading the employment service center at local level. This paper uses Hegel’s theory of modern bureaucracy to reflect on the bureaucratic hurdles in implementing the employment program and concludes by mentioning various challenges from the bureaucratic side of the plan.

**Keywords:** Bureaucratic hurdles; employment; Nepal

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#08 (12:30-13:00)

**Managing technical education in community school: An accountability perspective**

*Kul Prasad Khanal*

Management of technical education implies the arrangement of basic facilities or resources and aligning them to achieve the objectives of imparting technical education in a school. Accountability is a quality of being...
answerable for one's performance to someone in authority. Given the importance of technical vocational education and training for the prosperity of federal Nepal, accountability of the actors in the school is central in smooth implementation of such a program. While there are ample evidences of imparting Technical and Vocational Education and Training (TVET) skills through specialized trade schools and other specialized institutions in Nepal, the accountability of managing integrated TVET stream within the community school system has not been well articulated in the context of Nepalese education system. How do stakeholders perceive the notion of accountability in managing TVET? How accountable are the actors of school in managing the technical education? And what strategies of accountability work well in the specific context of community education system? Questions like these are not only unanswered but also are emerging in the changed political economical context. In view of these questions, the purpose of this conference paper is to investigate the strategies and mechanism of accountability of community school/s for delivery of technical education services. Based on the theoretical categories of being accountable for service delivery of community school developed by the author during his PhD study, this paper intends to present empirical evidences from a community school focusing on the technical stream of education being conducted in the community school of western Nepal. Using ethnography as a method of study, the initial results indicate that out of the four theoretical categories, viz., accountability as managing resources, exercising autonomy, empowering actors and seeking integrity developed by the author in his preceding study, the school management seems to be comparatively weak in empowering the stakeholders and seeking integrity in its performance. Their accountability mechanism is sandwiched between new provision of local governance and the legacy of federal governance. After the final analysis of the situation, the findings of the study are expected to open an arena of further research to make the technical education and vocational training an instrument of livelihood in rural Nepal.

Keywords: community school, technical education, accountability
Concurrent Session C: Cost-Benefit Analysis
Wednesday, 11 September 2019
ROOM#03, 11:00 - 13:00

PAPER ABSTRACTS

#09 (11:00-11:30)
Social support affecting transfer of training in Nepal
Anup Bhurtel

Organizations give emphasis to training as it helps improve employee performance through acquisition or enhancement of knowledge and skills. However, transfer of training is affected by several factors which have been identified as trainee characteristics, training design and work environment. In this paper, I intend to measure the relationship between social support and transfer of training. To carry out this study, I selected the respondents who have taken part in Training of Trainers (ToT) in Nepal from October 2017 to April 2018. Precisely, I conducted this research on the employees working as instructors or related posts in private technical schools running diploma level courses in technical subjects. For this, I conducted a survey using researcher’s developed questionnaire on the sample of 119 employees. The study revealed medium level of training transfer despite being soft skill-based training. Regression analysis confirmed strong and positive influence of supervisory support and even stronger influence of peer support on training transfer. Hence, the research revealed that transfer of training is moderately associated with social support and learning is not independent of the contexts. Practical implications, research limitations and implications are briefly discussed in the paper.

Keywords: Training transfer, supervisory support, peer support, social support

#10 (11:30-12:00)
An empirical study on the education return of Chinese floating workers based on the perspective of labor market segmentation
Fang Minye

This study adopts the Dynamic Monitoring Data of Floating Population in Yunnan Province of China in 2016, taking the labor force of China's floating population as the analysis object. Based on the theory of labor market segmentation, this paper uses the cluster analysis method to explore the segmentation pattern of the labor
market of China’s floating population, and empirically finds that the floating labor market is similar to the overall labor market in China. It is also affected by the social system segmentation factors such as gender and household registration, which form the primary labor market with higher employment quality and the secondary labor market with lower employment quality. The Mincer Equation is used to compare the difference in the educational return rate of floating workers between the primary and secondary labor markets. The study has found that the educational return rate of the primary labor market is higher than that in the secondary labor market. Compared with academic education, vocational education has more help to improve the employment competitive advantage of workers in the secondary labor market. It is proposed that the Chinese government needs to pay attention to the importance of vocational education for social equity and urbanization and needs to promote the development of education equity between urban and rural areas, improving the quality of education for rural population.

**Keywords:** Chinese floating population, dual labor market, education return rate, Mincer equation

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**#11 (12:00-12:30)**

**Implementing skill development policy in India from the perspective of UN sustainable development goals**

*I-Hsuan Cheng*

This research aims to explore the current trends, issues and prospects of implementing India’s national policy on skill development (launched in 2009), from the analytic perspective of UN Sustainable Development Goals (SDGs). Most countries in the global North and South have faced the deterioration of social, economic and environmental issues, such as the widening gap between the rich and the poor, youth unemployment and underemployment, social inequality and exclusion, and exploitation of natural resources. Therefore, the UN General Assembly has endorsed UN Sustainable Development Goals (SDGs) encompassing 17 Goals and 169 targets to guide human development with the notion of sustainability during the years of 2016-2030. Accordingly, new job opportunities such as green industries are called for, and new skills and competencies for youth employability such like integrated problem-solving, collaboration and design thinking are urged. In such era of globalization, India’s national policy on skill development has the ambition to increase skilled workers from the current 2% of the total workforce to
50%. In other words, India is expected to cultivate 500 million skilled workers by 2022 in order to take advantage of its demographic dividend and be globally competitive. To explore the implementation of skill development policy in India with special reference to the UN Sustainable Development Goals (particularly Goal Four: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), documentary collection and analysis is the method employed. Accordingly, both top-down and bottom-up approaches to skill development are found in India. The top-down approach is based on the Indian central government’s design principle and strategy of skilling youth, especially in the form of a mandated social enterprise (named as National Skill Development Corporation). The bottom-up approach can be observed in the very prosperous NGO sector in India (such as Riverside Education Foundation, Smile Foundation) providing marketable and transferrable skills to young people. A comparison of the two approaches helps map the overall skill ecosystem in India and gauge the degree to which skill development in India can be the driver for sustainable development. Finally, this study suggests that the Indian government should not only emphasize quantity and scale of skill delivery through public-private partnerships, but rethink about why to skill (human capital development vs. human development), what to skill (hard skills vs. soft skills) and how to skill (teacher-centered vs. learner-centered). Also, equal distribution of educational resources and employment opportunities should be seriously taken into account by the government, so as to build up a holistic and sustainable skill ecosystem based on public-private partnership.

**Keywords:** UN sustainable development goals, India, skill development

### #12 (12:30-13:00)

**Learning through practice in TVET**

*Indra Mani Shrestha*

*Bal Chandra Luitel*

*Binod Prasad Pant*

This paper is based on the review of literature on Technical and Vocational Education and Training (TVET). TVET teaching and learning practices were analyzed and interpreted so as to envision the possible inclusion of learning through practice in TVET. Moreover, TVET is conceived as an essential action to address the major socioeconomic challenges facing the country and help make it prosper. In this regard, TVET can be a powerful means of producing human forces who can contribute to the development of the country. For this, teaching and learning
are two essential components that are directly connected with the production of human forces quantitatively or qualitatively. By producing the workforces in a big number with less quality will have unhelpful impact on sustainable development of the country. However, various practices across the world have shown that though learning through practice is not willingly recognized, it has made a very meaningful contribution to TVET and it should continue to so in future. Therefore, the TVET sector should fully realize and utilize the contributions of learning through practice.

**Keywords:** TVET, human forces, sustainable development, learning through practice
Technology integration in TVET program

Jiwak Raj Bajrachrya

As argued by numerous researchers and practitioners, technology integration has become an integral part of the educational system in the twenty-first-century learning environment. It supports learners in an understanding subject matter deeply while enhancing their cognitive engagement in the classroom activities leading to purposeful learning, which is also the key aim of TVET (Technical and Vocational Education and Training) program. YouTube videos, educational blogs, social media, software, and applications, which encourage learners to think beyond the four walls of the classroom, played an important role in education to improve their learning outcomes. In addition, technology integration helps learners to be critical thinkers, communicators, collaborators, creators, and problem-solvers to eventually become effective and efficient workers that further provides the space to the TVET learners to be innovative and creative. Technology integration in the TVET program, therefore, is important to improve teaching and learning in the twenty-first-century society. The purpose of this research paper is to investigate the effects of technology integration in the TVET program regarding learners’ cognitive engagement and learning outcomes. To achieve this goal, the time-series research design will be employed to analyze the effectiveness of technology integration in the TVET program. To carry out technology integration, technology-integrated instructions for TVET classrooms will be designed and developed based on “TPACK-integrated Instructional Design Model” (TPACK-integrated ID model is the validated model based on a systems thinking approach for developing a technology-integrated lesson plan in Nepalese context), which will be delivered in the treatment group of TVET classrooms for three weeks (eighteen days) in TVET program (Diploma level) affiliated to CTEVT (Council for Technical Education and Vocational Training). A paired sample t-test will be utilized to compare the learners’ cognitive engagement and learning outcomes among treatment group and the control group with validated questionnaires. After accomplishing this research, it will
address the gap found in the current literature regarding learners’ cognitive engagement and learning outcomes in the TVET program via technology integration.

**Keywords:** Technology integration, cognitive engagement, learning outcomes. TPACK-integrated ID model

#14 (11:30-12:00)
**Relationship between physical resources and students satisfaction in Kalika medical and technical college, Gaidakot, Nepal**

*Deepak Khanal*
*Ishwor Rimal*
*Mani Gaire*
*Kishwor Chandra Sharma*

The education and employment system are closely interconnected. The education system produces competent human resources, which are employed in the industry to develop the country. The education system is divided into general education and Technical and Vocational Education and Training (TVET) in Nepal. To enhance the learning of the students in TVET, physical infrastructure was given first priority with proper labs and workshops in which and the students are inputs, TVET institutions process them and make competent and confident human workforce as an output. The learning of employable skills in TVET institutions is influenced by physical resources of the TVET institution. This research paper aims to assess the TVET students’ satisfaction on the basis of available physical resources of the TVET institutions in the teaching learning processes. The main purpose of this study is to examine the relationship between TVET students’ satisfaction and physical facility. The basic understanding is that physical facilities play a vital role in students’ satisfaction in learning outcome. Employing quantitative research approach with structure questionnaire tool, the research was conducted in Kalika Medical among Technical College, and Lab Technician students. The study shows that sufficient class room, instructional aides, and adequate library facilities are motivational factors for better leaning. The study explore that the students are satisfied with sufficient class room and instructional aids, but study also reflects that students are partially satisfied with library but not satisfied with e-library. The paper concludes that physical infrastructure influences the overall learning outcome of the TVET students.

**Keywords:** satisfaction, student’s satisfaction, resources, physical resources
#15 (12:00-12:30)

**Total quality management in TVET: The practices of short term course providers in Nepal**

**Krishna Bahadur Rai**

The concept of Technical and Vocational Education and Training (TVET) has been established for the purpose of generating employment, income and job quality. Now, there is a debate directly and indirectly between the concepts of ‘management of quality’ and ‘quality of management’. The paper picks up a concept of Total Quality Management (TQM) in TVET that believes in ‘quality of management’ in TVET institutions. TQM is a management philosophy developed for the industrial purpose that aims at improving the quality of the production system in order to produce quality products with ‘zero defect’. In the context of TVET, TQM may lead to continually improving the quality of teaching and learning processes in order to make the students critical and creative thinkers in a fast-changing technological world. I included six Short-Term Training Providers (STTPs) which were affiliated to the Council for Technical Education and Vocational Training (CTEVT) of Nepal. This study employed narrative inquiry as a methodological approach and, in-depth interviews, focused group discussion (FGD) and field observations were utilized as the tools of data collection. It promotes the TQM in TVET as a strategy of ‘paradigm shift’ so that it becomes easier to reach the fusion-point. The TVET institutions may be encouraged to think on a new vision in improvement, enhancement, and change of all services provided to the students through bringing efficiency to every dimension whether it is teaching, learning, curriculum or infrastructure.

**Keywords**: Technical and Vocational Education and Training (TVET), Total Quality Management (TQM), TVET institutions, management of quality

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#16 (12:30-13:00)

**Role of academic leaders to bridge gaps between the world of work and the world of learning**

**Dhanapati Subedi**

Academic leaders of Nepali community schools advocated imbalance between the world of work and the world of learning for a long past. Recently, the federal government of each of the provinces has emphasized on technical and vocational education in order to streamline the distortion. In this connection, the main purpose of this study was to explore the perspectives of academic leaders of Nepali community schools.
schools to bridge the gaps between the world of work and the world of learning. This study is geared up with the qualitative standpoint within interpretive research design. In the first round, I interviewed five academic leaders of the community schools of Lalitpur area. However, only two academic leaders were able to fulfill my purpose. Therefore, they were selected purposively for the second round of interview. The collected information of the participants were transcribed, and coded. On the basis of coding, two themes like Isolationistic approach of working modality as a reason to create gaps between the world of work and the world of learning and role of academic leaders as change agents to collaborate, coordinate and implement joint efforts of the world of work and the world of learning to minimize the gap were developed. And then, the participants’ perspectives were interpreted in order to make meanings. The study reveals that working modality was creating gaps between the world of work and the world of learning and the roles of academic leaders were not as per the expectations of industries. Therefore, I conclude that change in working modality of educational institutions and their industries opens up an avenue for both of them to be meaningful for society. Role of academic leaders is to be a change agent to collaborate, coordinate and implement joint efforts of the world of work and the world of learning to minimize the gap.

**Keywords:** Role of academic leaders, the world of work and the world of learning
Concurrent Session E: Work, Education, and Training
Wednesday, 11 September 2019
ROOM#05, 11:00 - 13:00

PAPER ABSTRACTS

#17 (11:00-11:30)

Integrating the world of work into initial TVET teacher education in South Africa

Andre van der Bijl
Vanessa Taylor

In 2013, the South African Minister of Higher Education and Training promulgated the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training. The policy provides a framework of professional qualifications for the TVET system. It requires that all initial professional qualifications include work placements in education settings and industry settings. South Africa, however, does not have a convention of industry placements for vocational teachers. The absence of an industry placement convention led the Department of Higher Education and Training, with the European Union, to co-fund an inter-university research and capacity development project aimed at identifying the nature of industry-based work integrated learning and to capacitate education faculties, who are the intended providers of the qualifications.

International literature indicates that industry placements significantly improve student learning. Literature on vocational teacher professional development indicates that the nature and reason for teacher placements differs from that of placing students whose aim is to enter business on graduation. Views emanating from international literature are supported by limited industry placement of TVET lecturers in South Africa. The inclusion of industry placements in initial TVET teacher education is, however, not a common practice, which the research and capacity development project sought to address.

The proposed paper provides an analysis of the project, as well as indicators of nature and contents of industry placements for teachers and lecturers in TVET. The paper provides an analysis of the State’s policy and an interpretation of international literature on the development of vocational teachers’ work-related skills. The paper concludes with a summary of the path recommended by providers of initial vocational teacher education.

Keywords: world of work; TVET; teacher education; South Africa
Education, training, and work of women in online business in Nepal

Sharmila Shyangtan

Due to the increasing use of information technology in the global market, online business has been growing in Nepal. The business schools usually prepare their students as job seekers, entrepreneurs, and business persons in Nepal. Despite proper training and formal education, very few women have started an online business using technology. In such a case, the paper explores the experiences of these women who have started an online business without formal education and training. It was not so obvious for women to start online business without proper training in the male-dominated patriarchal society. The paper employed netnography to collect the information. Online interactions and observations of my research participants offer emergent insights of engagement among the online business women. Using technology for interaction helps in bringing the experiences of women engaged in online business because e-net was their significant aspects of the business. Online environment for interaction saves time and resources of communicating the participants about the market, their skills and abilities to handling online business.

Moreover, the women participants feel free to take part in the conversation on an online platform. The paper further discusses the situation of online business women in the past and present with the help of the intersectional perspective to illuminate the identities of women in their work life. Moreover, the findings of the paper indicate: a) they demonstrated skills and knowledge to run an online business from non-formal educational setting, b) formal education and training do not always initiate women to start a business in a Nepali society and c) the layers of caste, class, and gender always creates obstacles to run online business in Nepal. Thus, the paper concludes that women, who dared to start an online business with or without formal training and education, faced challenges in the primary structural elements of caste, gender, and class.

Keywords: Training, Online Business, Women, Netnography
An exploration for demand based TVET in Nepal

Binod Krishna Shrestha

There are growing numbers of unemployment, underemployment and misemployment of Nepali people trained in technical vocational education and training (TVET) system both in national and international job market. Therefore, there is a need of market mechanism to balance demand and supply situations by both the public and private training providers to enable them to impart technical vocational education and training (TVET) in order to ensure employment and income generation. This study explores the problems faced by trained people, who are not employed from the perspective of demand-based market development approach. The exploration will be carried out through in-depth interviews with some training providers and past trainees. The practical implications will be derived for developing market-oriented technical vocational training and education programs.

Keywords: Market based approach, demand analysis, market assessment

Skilling youth through industry linkages: What is and what should be case of Nepal?

Anoj Bhattarai

Nepal is in the phase of gaining its demographic dividend where more people have the potential to be productive and may contribute to achieve rapid economic growth. However, most of this productive age group lacks engagement in gainful employment both in domestic as well as international market. This paper scrutinizes the present TVET practices, identifies the gap and envisions systemic TVET implementation mechanism that ensures affordable access to TVET and a decent job for the productive age group of Nepal. The paper concludes that the linkage of industry with TVET, where industry plays a vital role in the implementation ecosystem, will serve in optimum utilization of the productive age-group.

Keywords: Technical and Vocational Education and Training (TVET), TVET curricula, workplace-based learning, decent job
#21 (11:00-11:30)

**Vocational training and labour market outcomes in India: Evidences from NSSO data**

*Pradeep Kumar Choudhury*

*Deepak Kumar*

Lack of skills is considered one of the important factors for high level of unemployment in many developing countries, including India. This is one of the potential reasons for launching the mission on vocational education and skill development in the country. The contemporary policy focuses on skill development in India (particularly among youths) and it is derived from its changing demographic profiles that is considered as a once-in-a-lifetime opportunity for a nation. It can either make or mar its citizens’ present and future (Mehrotra, 2014). Vocational education plays a critical role in reaping demographic dividend and also in realising the target of ‘Skill India’. To provide vocational education and training (VET), there is a massive expansion of Industrial Training Institutes (ITIs) in the country, particularly in the private sector. The number of private ITIs has grown from under 2,000 to over 11,000 in five years and it points to a colossal failure of regulation and poor quality training on offer at such ITIs (Mehrotra and Pratap, 2018). The poor quality of training provided by the private vocational training providers raises concerns like: how far does vocational education and training help in getting jobs in the labor market?

In this context, this paper aims to examine two important issues: (a) the socio-economic profiles of the students receiving vocational education and training under the VET system; (b) establishing the linkage between the skills gained through VET and their employment status in the job market.

This paper uses the National Sample Survey Organization (NSSO) data for the year 2009-10 (66th round), Employment and Unemployment Situation (EUS) in India. The paper employs descriptive statistics and logit model for the analysis. The findings of the study suggest that more than 40 per cent of the trained graduates from VET system either unemployed or not in the work force and this, of course, sharply differs in terms of gender and location (rural-urban). Among the women who received training nearly 60 per cent
(who were trained in textile related vocational courses) and 57 per cent (who were trained to become beauticians) were no longer in the workforce. The logit results reveal that the urban women find the training significantly helpful in getting a job as compared to rural women while there is no significant difference between the rural and urban men. Interestingly, source of degree received is found to be significantly associated with getting a job for male while it is not significant for female. The predicted probabilities of helpfulness in getting a job across fields of training reveals that it is highest for the ‘photography and related work’ for male and ‘work related to child care, nutrition, pre-schools, and crèche’ for female

**Keywords**: Vocational training; labour market; NSSO data; India

**22 (11:30-12:00)**

**Vocational education and livelihood improvement of young people in Nepal**

**Rojee Joshi**

This paper examines five social business/enterprise organizations for their contribution to improving the livelihoods of young people in Nepal during 2015-2016. The study aims to explore how organisations that follow the principles of social and economic objectives can improve the livelihoods of young people in a geographically challenged, politically volatile country with poor infrastructure, high poverty gradient, and high levels of social and gender disparity. Only one of the five organizations followed the TVET system and processes. The research contributes to a better understanding of the strategies and processes followed by the organizations to translate their social mission into meaningful development practices of employment creation for young people in Nepal. The empirical evidence is also used to explain subsequent changes in the lives of young people as well. However, this paper is limited to explaining the system and processes only.

A combination of development theories that view “development” as a dynamic way of explaining the changes (Sato, 2016; Willis, 2011), and theory of social entrepreneurship, a change process led by social leaders and social enterprise/business organisations in creating social values (Shane & Venkataraman, 2000). The youth’s perspective of their understanding on how their livelihoods can be improved, is used in this study. Five organizations were identified following the three step process: a preliminary survey, organizations having social and economic objectives with a focus on...
skills and employment and willingness to participate in the study.
The findings reveal that the organizations are following a seven drivers of change: (1) clarity on the social objective of the organisations; (2) the vision and role of social leaders; (3) resource generating activities; (4) social innovation-related activities for balancing social and economic objectives; (5) market orientation: market oriented skill and training provisions, market integration; (6) financial sustainability of the organization; and (7) policy changes. Significantly, it is noted that the intensity of and approaches to the implementation of activities differed across all the five organizations. Also evident was the different intensity of focus by organizations following the TVET system and other business organizations. The major difference in the strategies was in the areas of resource generation strategies and resource use areas with high donor dependent for the sustainability of the organizations, following TVET system. These findings have implications to the sustainability of the organizations and their contribution to the improving livelihoods of young people in Nepal.

**Keywords:** Vocational education; livelihood; young people; Nepal

#23 (12:00-12:30)
**Making entrepreneurial intent count: Why vocational and technical skills and education matters**

Sanjay Hamal

The foundation of this article is based on my Masters of Philosophy (M. Phil) dissertation where I explored post-study intentions of my participants. My research, then, focuses on the after studies intent of my participants: job, business/entrepreneurship or something else. My field study showed to-have or not-to-have an entrepreneurial intent is exogenously or endogenously driven. Since, this article does not talk about endogenous factors that drive one into entrepreneurship, rather focuses on exogenous elements that germinate entrepreneurial intent in an individual and having documented the success and failure stories of my participants’ entrepreneurial attempt, as narrated to me, I focus on two aspects of my participants entrepreneurial intent for this paper. First and foremost, I examine exogenous elements in shaping their entrepreneurial intent. To do so, I take refuge of 'intention model' proposed by Krueger (1993) and look into exogenous factors such as 'perceived social norms', 'perceived desirability' and 'perceived self-efficacy', 'personal feasibility' to form (non)entrepreneurial intent. Understanding my participants’ life-stories, at one hand, I see
non/entrepreneurial intents are a result of interacting situational and socio-cultural factors, whereas on the other hand, the success and failure of their enterprise rely on the expertise, know-how and practical skills of their enterprise. Thus, to understand and explicate the intent of my participants this article will take 'intention model' firstly, whereas to explore the success and/or failure of their attempt, the article will seek to interpret their life-stories. By taking interpretive standpoint to underpin this paper, I will seek to generate context-based understanding of my participants' thoughts, belief values and associated social action. Being an interpretivist, I believe there are endless numbers of realities. As an interpretive inquirer, I will focus on understanding (interpreting) the meanings, purposes, and intentions (interpretations) of my participants of their own actions and interactions with self and others. Since, I aim to describe the intention of (post)graduates (of becoming entrepreneurs or not), and understand success/failure stories, I believe the value of adopting an interpretivist approach to my research will help me understand the subjective world of my participants' experience. By taking interpretive paradigm, I aim to retain the integrity of the phenomenon and make an effort to get inside the person and to understand from within. As an interpretive researcher, I rely heavily on my re/defining the meaning of what I see and hear. My adoption of qualitative research methods within an interpretive research approach will enable me to visualize how events or phenomenon (of entrepreneurship) are perceived differently from multiple perspectives and from across similar events. Since this article is a product from a large data set that I gathered for my M. Phil dissertation, I will first look into situational and social-cultural factors to look into my participants’ entrepreneurial intent and secondly will explore their technical know-how, practical skills and knowledge to analyze their entrepreneurial intent. To elicit narratives, I purposefully selected four participants. My aim for research was to gather (data) field-text through individual stories, their experiences and make meaning of those experiences, I aim to connect those events and stories in a meaningful way and thus to offer insights about the world and/or people's experiences of it, I take narrative inquiry for this research.

**Keywords:** Entrepreneurship, intent, narrative, intention-model, vocational technical skill
Enhancing technology education student’s enterprising skills in renewable energy technologies: A veritable tool for poverty alleviation and energy security

Tswanya Moses Saba
Emmanuel Raymond

The study is designed to enhance Technology Education Students’ enterprising skills in renewable energy technologies as it will serve as a veritable tool for poverty alleviation and energy security. The study determines the interpersonal, problem-solving, critical-thinking and communication skills required by Technology Education Student’s for enterprising in renewable energy technologies. The study adopted a mixed study research design, using quantitative and qualitative research methods. Questionnaires and interviews were used as techniques for data collection. The study was carried out in Niger State, Nigeria with a population of 1,178 subjects; 1,107 Technology Education Students, 45 lecturers and 26 entrepreneurs in renewable energy technologies. The sample for the study consisted of 351 subjects, 280 Technology Education Students, 45 lecturers and 26 entrepreneurs in renewable energy technologies drawn through multistage sampling techniques.

Three research questions and three null hypotheses were formulated and tested at 0.05 level of significance. Cronbach’s Alpha statistics was used to ascertain the extent of homogeneity of the items and the reliability coefficient for the entire 34 items questionnaire was found to be 0.89. Questionnaires returned rate was 80.20%. Statistical Package for Social Sciences (SPSS version 23) was used for data analysis. Mean and Standard Deviation was used to answer the research questions, while Levene's test Statistics, One–way Analysis of Variance (ANOVA) was used to answer hypotheses. The interview was used to support the questionnaire. The skills required are skillfully using logic and analysis to identify the strengths and weaknesses, and the short and long-term consequences of different approaches; ability to work well under pressure or opposition; and sort through distracting information. It was recommended among others that the skills should be included in the curriculum of technology education program and used in training and retraining of entrepreneurs.

Keywords: Technology education; enterprising skills; renewable energy technologies; poverty alleviation; energy security
Concurrent Session G: Institutions and Systems
Wednesday, 11 September 2019
ROOM#07, 11:00 - 13:00

PAPER ABSTRACTS

#25 (11:00-11:30)

TVET through open and distance learning mode in Nepal: Prospects and challenges

Rebat Kumar Dhakal

Technical and Vocational Education and Training (TVET), as a driving force for sustainable development, occupies an overriding space in socio-economic policy across the globe. And with the rise of information communication technology in the last few decades, dramatic transformations have occurred in the way we live/work and prepare future workforce (including delivering education and training). In this technology-dominated knowledge era, the nature of work is changing intensely although the way we prepare our workforce, especially in underdeveloped nations, has largely remained the same. On the other hand, a large number of youths, especially after secondary education, are compelled to go overseas for work – and to engage in unskilled labour. This demands that TVET reaches these youths and equips them with skills or upgrades their skills that will enable them to participate in the workforce more substantially – either as employer or self-employed.

Therefore, reform of TVET systems, especially rethinking the delivery modes for upscaling and reaching out to a wider target group, has become a significant concern of government and TVET providers. Towards this direction, open and distance learning (ODL) system is argued to be a viable alternative to providing effective TVET in the country.

Applying the sustainable development approach and distance learning theory, in this paper, I have striven to explore the challenges and prospects of ODL to reforming TVET delivery in Nepal. In fact, the focus of this paper is threefold: review of the current literature on the application of ODL in reforming TVET, unfolding the beliefs of key TEVT stakeholders about the potential of ODL to deliver TVET programs, and to discuss any technological, pedagogical and policy issues associated with the application of ODL to TVET in Nepal. To unfold the beliefs and perspectives of the key TEVT stakeholders, I interviewed twelve participants including TVET administrators, trainers and trainees (both in-service and pre-service) available in Kathmandu.
The study provides evidence that ODL can be a viable alternative to onsite classroom based TVET program offering, yet underscores that both conventional classroom and ODL should be seen as complementary in terms of responding to the diverse educational needs. Moving a step forward, participants believed that Nepal Open University in collaboration with Council for Technical Education and Vocational Training (CTEVT) can offer TVET programs in an ODL mode since it has the opportunity to use its online infrastructure, information and technology experts, and countrywide network of outreach/study centres. The paper concludes with a discussion of contradictions as well as opportunities that may emerge during the implementation of TVET through ODL in Nepal.

**Keywords**: Technical and Vocational Education and Training (TVET); open and distance learning (ODL); sustainable development approach; reforming TVET delivery

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#26 (11:30-12:00)

**TVET trail and traits: An account of the development of TVET in Nepal**

**Binayak Krishna Thapa**

Technical and vocational education and training (TVET) is an integral component of education system in Nepal as in many other countries. The TVET part of education system in Nepal dates back as early as 1900s and has significant relevance till today for the delivery of technical-vocational education and training in the country. This relevance of TVET in the education system is also reflected on Nepali Policy documents which has put emphasis on education and TVET to be the means for development of Nepal (Parajuli, 2014).

Since 1990s, the Nepali TVET has gone through gradual transformation, where, the TVET has evolved and developed itself for what it is today. Its development can be seen through distinct phases each of 20 years. The time line between 1900s to 2018 can be taken as time of reference to analyze the evolution and transformation of TVET sector on macro level. Within this time reference, four phases of TVET development can be possibly chalked out. The four phases are namely a) Phase before 1951, b) Phase between 1951-1971, c) Phase 1971-1991, and d) 1991 onwards till today. Here, each
phase is characterized by its specificness of its purpose, nature and possibilities.

In this context, the authors of this paper would like to explore how has the TVET sector evolved since the time of its inception and how has this sector developed alongside the planned development practices in Nepal. In doing so, the authors will examine how TVET connect with the changing meanings of development vis-à-vis development plans and education policies implemented in Nepal as this is a less examined area. In order to fill in this gap, the authors of this paper consider to revisit the existing literature available on TVET development in Nepal. A time line between 1900s till 2018 is considered, and, literatures available from different sources namely, national and international journal articles, dissertations, thesis, and newspapers are reviewed.

The argument offered here is that development of TVET sector can be best realized from ‘bottom-up’ approach, which resonates with the understanding that development programs and practices needs to follow ‘bottom-up’ approach as compared to ‘top-down’ approach for development. This paper attempts to contribute to the understanding the TVET development by unpacking the relationship between TVET sector and its development by firstly dealing with how TVET sector evolved in Nepali context, and which direction is it heading as per the changing meaning of development in academic debates. The authors suggest that changing TVET sector is development of TVET sector, where, TVET is developing and this development needs to contribute to development not only at wholistic level but at individual level too. In this paper, the authors elaborates on the mentioned phases of TVET, its evolution and development of TVET through the existing approaches namely human capital and human-rights to understand TVET in relation to development.

**Keywords:** TVET, development, education system, development plan and policies

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**#27 (12:00-12:30)**

**Vocational qualifications framework: An instrument to enhance employment, income, and job quality**

*Devi Prasad Dahal*

This article will analyze and present the practices, experiences, and examples of the contributions of Vocational Qualifications Framework (VQF) enhancing the employment, income and quality of the workforce. This, ultimately, will contribute to the overall socio-economic development of a
country in an inclusive manner maintaining life-long learning and giving a due recognition to the learning. While talking about the employment and quality – it ought to refer to the learning outcomes of any skill or activity. In case of VQF, it is the Competency Standard (CS) that emphasizes on the learning outcomes.

For productive learning – individuals must follow a cycle of learn, unlearn, and relearn. This cycle forces one to be fully oriented towards effectiveness and thus become competent. If not, we may be labeled as illiterate. Alvin Toffler wisely realized this and said, “The illiterates of the 21st century will not be those who cannot read and write ... but rather those who cannot learn, unlearn ... and relearn.” Many actors seem to have less understanding and realization of this fact, thus lose track of mastery learning. Secondly, since there is no well-developed and accepted national system of qualifications in Nepal, many actors fall in the trap of fragmented approach of training and education. Thirdly, it is widely prevalent that ‘certificates’ and ‘qualifications’ are used synonymously in Nepal. This myth has further deterred the quality and employability of the workforce produced. Fourthly, myth prevails still today among the bureaucrats, developers and implementers that ‘competency’ and ‘skill’ are the same. Rampantly, it is forgotten that skill is only one step towards competency. Fifthly, there is widely spread disbelief that learning taking place, in so called formal settings, can only be considered for certification and recognition. This has even further deteriorated the identification and recognition of inborn champions and artisans in the society resulting de-motivation among the talents.

In light of the above given context, the analysis of the issues will be carried out through literature search, collating experiences from few other countries, focus group discussions among selected key actors and experts, and inputs from selected professionals through structured questionnaires using e-mails. The result of applied methods is expected to establish the basis of VQF, enhancing credible employment, decent income, and quality of job. This is possible by fully utilizing each element of the nationally approved VQF. These are Recognition of Prior Learning (RPL), Life-long learning, level descriptors of each qualification level, qualifications assessment, credit and credit transfer scheme, progression and pathways, bridge courses etc. Principal basis of the above is the competency standards developed and endorsed by the sector wise industry and business bodies which ultimately assure relevancy, quality, and recognition of the qualification awarded.

**Keywords:** Vocational qualifications framework; employment; income; job quality
#28 (12:30-13:00)

Cultivation of ethics of critique in TVET schools: Does ethical sensitivity matter?

Prakash Chandra Bhattarai

Ethics of critique seeks to challenge the status quo and to give voice to the marginalized section of society. In schools, the basic idea is that schools are structurally reproduced and that they transform inequalities in society by providing opportunities to some stakeholders. In the context of school reform, ethics of critique shows the path for school administrators to identify inequalities in society and in schools and, thus, school administrators may learn to rectify wrongs and identify contextual morals and values for school reform. This is pertinent in the context of TVET schools as TVET schools are considered for weak learners and diversities in relation to caste, class, ethnicity, culture and values become the part of TVET institutions. Therefore, presence of ethics of critique and its contribution has been explored in this study. The study featured humanist paradigm in nine TVET schools. Data were collected/generated from five TVET schools through prolonged interview by using interview protocol. Meaning was sought from the data generated in the field. The meaning was then interpreted with relevant literature and reflection. Under the umbrella of ethics of critique, two broad themes: transparency and empowerment were in function in TVET schools. The study findings showed that these two elements were interrelated and complementary. Transparency was important to make school community acquainted with the school activities and for their constructive comment. It also made room for constructive comments for the concerned stakeholders. Those approaches helped to make stakeholders aware, which ultimately encouraged them to find out the ways to ensure the optimum benefits of themselves and the school. However, in the context of this study, ethical sensitivity was explored as weaker. Consequently, critiques were not actualized in the reflections and day-to-day professional behavior and practices.

Keywords: TVET School, ethic of critique, ethical sensitivity
ORAL SESSION II

Concurrent Session: LELAM Team Presentation
Wednesday, 11 September 2019
ROOM#01, 15:00 - 17:00

PAPER ABSTRACTS

#29 (15:00-15:30)
Descriptive analysis of the students entering MEP Professional Technical Colleges (CTPs), graduating from the CTPs and entering the University of Costa Rica (UCR)

Jacqueline García Falla
Silvia Camacho Calvo

This research presents a context of professional technical education that is developed in the Ministry of Public Education and exposes the positioning of this educational modality from the current Educational and Curricular Policy, which shows a national interest to strengthen such professional training in the last 10 years approximately. In the last five years there has been an increase in the number of students from Professional Technical Colleges who enroll in the PAA and are admitted to UCR careers. The study aims to make comparisons by means of descriptive statistics of this increase, as well as to show the percentage of students who do not complete their technical studies and therefore they do not continue the process of enrolment.

This research also suggests possible hypotheses regarding the reasons why they do not finish their studies. In addition the research determines the number of students who register for PAA, those who are admitted and the final percentage who enroll at the University from the CTPs. It is important to mention that one of the conclusions of the study is the effort that the University of Costa Rica should exert in order to provide some strategies that will facilitate admission and curricular flexibility in the framework of higher education.

The latter in order to be consistent with the national interest in this educational modality considered as the option that could facilitate the entry to the labor market of the young population and improve the conditions of quality of life. As this is the first descriptive
approach to this young population, the study will continue analyzing the problematic that occurs in the five state universities, to obtain information that may benefit decision-making in this regard.

**Keywords**: Academic aptitude test; the University of Costa Rica; technical high schools; Costa Rica

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**#30 (15:30-16:00)**

**Financial flow in TVET in Nepal: Transiting from the Old to the New Constitution**

*Mahesh Nath Parajuli*

*Ursula Renold*

*Usha Bhandari*

*Hari Lamsal*

Drawing from ten years data (2007/08 to 2016/17), this paper analyzes public sector fund flow and budgetary allocations and expenditure in TVET in Nepal which shows that Nepali TVET has remained an area of low investment despite policy priority. Owing to the federal system of governance the country has recently adopted, it is timely to show how federalization has affected the budgeting process in the transition phase from the Old to the New Constitution. In the name of transition and lack of legal mechanism, the budgetary practices in TVET have not yet followed the spirit of the New Constitution. This sort of situation could be understood as ‘institutional weaknesses’ or a lack of strong will towards strengthening necessary institutions for the development of the sector. There is, foremost, a lack of clear understanding on seeing the TVET itself and its role in social, economic, and political processes. Conflict on the governance of TVET is obvious as Nepal has not yet been experienced in coordinating the three levels of governance. Furthermore, the involvement of other stakeholders, including the private and industry sector, is at minimum in design and implementation of TVET activities. These problems could be addressed by working for, through collaborative chain of actions, a robust institutional mechanism that would facilitate the development of the TVET sector.

**Keywords**: Financial flow; TVET in Nepal; budget allocation; federalization
Evaluation of a curriculum HFW in Switzerland: Employers’ perception

Maldonado-Mariscal, K.
Ursula Renold
Rageth Ladina
Sritharan Aranya

This study represents a curriculum evaluation of the specific framework curriculum of the “Higher Technical Schools for Business” (HFW) in Switzerland. The evaluation’s main goal is to provide yearly evidence for the possible revision of the curriculum HFW, by analyzing the competencies incorporated in the curriculum HFW, and by identifying the potentials for improvement. The main research questions that led this study are: 1. Which competence requirements do employers have for HFW students or graduates? 2. What trends do employers see in their respective industries in the future? 3. What are the most relevant employer requirements for the soft skills of HFW students?

The general framework of this study is contained in a quantitative and qualitative research. For the quantitative research surveys with students, graduates and employers were the respondents, whereas for the qualitative research employers were interviewed. This study represents particularly employers’ perspectives through a qualitative research. The sample of the companies is based on a volunteer contact that companies provided in the previously mentioned surveys from 2014-2017. The selection of the companies represents companies of different sizes and different industry types. Ten semi-structured interviews were conducted with direct supervisors and human resources professionals from the companies employing students or graduates of the HFW studies.

Theoretical approach
We draw on a theoretical framework based on soft skills in the job market (Salvisberg, 2010) in order to observe which skills are more relevant for the employers. The soft skills analyzed are teamwork, communication, self-motivation, willingness, decision making/problem solving, time management/organization, ethics/integrity/responsibilities (Salvisberg, 2010, as cited in Bolli & Renold, 2017). Additionally, four categories were built based on the empirical evidence of the interviews, such as social skills in general, working in an intercultural context, leadership and pro-activity.

The interviews showed that employers are satisfied with the employees who study HFW. Nevertheless, they observe work situations and knowledge, which can be improved in order for the students to be better prepared. For
example, the Small and Medium Enterprises (SMEs) see potential for improvement in Leadership, IT and IT-project management, whereas large companies identify potentials in Mathematics, Statistics, financial controlling and accounting. The employers were also asked to elaborate on the impact of future trends, such as work flexibility, digitization, internationalization and ageing, on their respective branches. Their opinions show that the highest impact on the companies is the digitalization. Work flexibility has a high impact, especially for big companies. Ageing is considered with a high or middle impact, as a potential problem. Internationalization, especially immigrated workers and their integration is perceived to have a high impact. Soft skills have a great importance to the employers interviewed.

For example, the most relevant skills for them are teamwork, leadership and communication. By differentiating SMEs and large companies, we found that the most relevant soft skill for SMEs is Leadership, and for large companies is working in an intercultural context.

**Keywords**: curriculum revision, Switzerland, VET, soft skills, qualitative research

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**#32 (16:30-17:00)**

**Social institutions in education and training programs: A theoretical framework**

_Ursula Renold_  
_Rageth Ladina_  
_Caves, K._  
_ Bürgi Jutta_

**Context & Theoretical approach**: The main goal of Technical Vocational Education and Training (TVET) is to educate youth in a way that allows them finding a good job and earn a decent living. Our main hypothesis in this paper is that the success of TVET at improving the youth labour market situation depends on the strength and robustness of TVET-related social institutions, i.e. how well TVET programmes incentivize TVET actors, including schools, firms, and students, to participate, coordinate and collaborate in TVET. This implies that without well-functioning social institutions of TVET, reaching the main goal of these types of programmes becomes substantially more difficult. Thereby, the term “social institutions of TVET” refers to the complex social forms that govern actors in TVET, the mechanisms that incentivize and control their coordination and cooperation, their values, roles, and relationships with each other.
**Research methodology:** This paper operationalizes the theoretical framework on social institutions of TVET by Bürgi and Renold (forthcoming 2019) with the main objective to measure social institutions of TVET. Therefore, we develop a method to identify and quantify social institutions of TVET through expert surveys. Based on the results of the expert surveys, we construct a multidimensional index that allows assessing the robustness of social institutions of TVET.

**Findings:** The application of the methodology developed in this paper is highly relevant for policy makers who want to improve their TVET programmes, as it allows them to identify and quantify weaknesses due to a lack of institutional robustness of these programmes. As stated above, this manifests as a lack of coordination and cooperation among TVET actors in a given program. Identifying such weaknesses enables them to make informed decisions on how to improve their TVET programmes and thereby the programs’ outcomes.

**Keywords:** Social Institutions, Technical Vocational Education and Training (TVET) Expert Surveys, Multidimensional Indices
Conscientiousness and motivator factors: Can they contribute with each other among TVET teachers?

Milan Shrestha

The motivating factors and conscientiousness among TVET teachers are the central issues of human resource management. Conceivably, the motivating factors and conscientiousness are associated with one another. In this context, having highly equipped conscientious teachers in organization is the prime need to get organizational success and high educational achievements in today’s academia. This is only possible when teachers are soundly motivated in their jobs. That’s why the ensuring of motivating factors are becoming necessary and obligatory tasks to deliver the quality education in TVET schools. This consideration is crucial to explore the contributions of motivating factors in conscientiousness in the context of Nepal. Moreover, the motivating factor is considerable to ensure the conscientiousness of school teachers. So my intention is to examine the contribution of motivating factors in conscientiousness among TVET teachers of Nepal. For this purpose, I employed the post positivist paradigm with cross-sectional survey approach and collected information via self-administered questionnaire from 302 TVET teachers from the cluster. Then I analyzed the collected information via employing the inferential statistics like Karl Pearson correlation and linear regression analysis. After this, I discussed the results of this study incorporating the social capital theory. However, this study explores that there is positive correlation between motivating factors and conscientiousness among TVET teachers of Nepal. Furthermore, the increase in motivating factors further contributes to enhancing the conscientiousness of TVET teachers. The boosting of motivator factors and conscientiousness collaboratively increased the work performances and efficiency of teachers. Consequently, it contributes the academia to increasing their academic achievements. That’s why, the thrust of motivating factors in job and conscientiousness leads to...
obtain high academic success in the academia.

**Keywords:** Motivating Factors, conscientiousness, social capital theory, teachers, TVET schools

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#34 (15:30-16:00)

**The locus of local governance in TVET: An inquiry in policy preparedness of Kathmandu Metropolitan city**

*Gunjan Khanal*

Local governance is considered as old as human history, but has recently gained academic momentum. Learning from the examples of Asian countries such as Cambodia, Philippines, Vietnam and Thailand, the decentralized mechanism of policy and power shift into local governance has been considered as good governance practice which is further claimed to lead towards sustainable development. With the notion of restructuring the governance of the state as envisioned in the constitution of Nepal 2015, the legislative, executive and judiciary has been decentralized to 752 local levels under the policy; Local Self Governance Act, 2017. Further, the formulation, allowance, regulation, monitoring and evaluation of technical and vocational education has been decentralized to the local municipalities and rural municipalities under the act. Among them, Kathmandu Metropolitan City is the eldest metropolitan city of the country; which has 92 public schools within 50.67 sq km of its area. However, there are only three technical schools within KMC. On the policy and programme for the F.Y. 2019 / 20, KMC aims to establish at least two technical schools within next two years. However, policies related to their local curriculum, instructional pedagogy, assessment of students as well as school governance is still in dilemma. Although policy discussion has been ongoing, the policy preparedness, institutional capacity and ways of coordination with TVET is still in dark side. This study aims to explore the policy preparedness of KMC for effective and efficient curriculum, pedagogy, assessment and governance of technical schools. In doing so, focus group discussion and key informant interviews were implied among authorities of KMC Education Department, CTEVT, DoE and MoE. The findings reveal lack of exact figures and adequate data as one of the major problems of t- schools in KMC. The findings further reveal a need of comprehensive policy for skill test to measure student’s learning leading towards earning.

**Keywords:** Local governance, T-school, Kathmandu Metropolitan City
#35 (16:00-16:30)  
**TVET policies of Nepal: A critical discourse analysis**

*Tikaram Poudel*

The Council for Technical and Vocational Education and Training (CTVET) was established in 1989 to create a competent, motivated, adaptable, and innovative workforce mainly to address the unemployment of youths and to eliminate poverty and lead the nation to social prosperity and economic development. Since then, the CTVET has been providing training to youths, particularly from disadvantaged groups, to equip them with a set of skills needed in the immediate market of the nation by way of being a productive and adaptive entrepreneur, or an employee, or self-employed professional. However, the continuous rise in the emigration of unskilled youths in the recent decades questions the effectiveness of the training programs of the CTVET. In this context, this paper critically analyzes the TVET policies of Nepal to understand the ineffectiveness of these training programs with regard to the target groups. The present study is carried out within the theoretical framework of Critical Discourse Analysis. More specifically this study makes use of Fairclough’s (1995) model of Critical Discourse Analysis of three inter-related dimensions of description, interpretation and explanation. Initial findings indicate that the national TVET program and its practitioners do not seem to be in the same move. This gap in policy and practitioners levels needs to be addressed for the realization of industrial renaissance in Nepal.

**Keywords**: TVET policies; critical discourse analysis; Nepal

#36 (16:30-17:00)  
**Adverse market economy to use vocational training skills: An alarming economic challenge for female ex-combatants in post-war settings**

*Debendra Prasad Adhikari*

In this paper, I discuss the female ex-combatants’ economic reintegration in the post-war economy. Economic and skill development aspects are crucial for the livelihood of the female ex-combatants in the community while they disarm and demobilize. However, the female ex-combatants have been reintegrated into the community with cash and vocational training without understanding the market dynamics of post-war period as they spent their prime time of life involving in the 10-year long CPN (Maoist) armed conflict and staying in the prolonged period in
During the stay in the cantonment, most of the female ex-combatants have received vocational training such as tailoring, health worker and micro-enterprise development. However, after the reintegration into the community, they fail to apply the received skills and to establish micro-enterprises due to the adverse economic environment at the local level. The research finding is obtained after observing the research site, Chitwan district, Nepal, for a prolonged period; and conducting the in-depth interview with 23 (13 female and 10 male) ex-combatants. The study reveals that despite the use of skills and investing cash to some extent to run micro-enterprises in their capacity, many are still unemployed and their livelihood concerns are alarming. Thus, this paper suggests that additional vocational training, favorable market environment, as well as financial support, is necessary for sustainable livelihood of the reintegrated female ex-combatants to continue civic life in the post-war settings.

*Keywords*: Female ex-combatants reintegration, vocational training, market economic, post-war settings
Financing small and medium enterprises: A case study of Kathmandu, Nepal

Bishnu Prasad Pathak

An individual develops skills through vocational education and training or from other means, developing confidence towards entrepreneurship. But skills alone cannot transform an individual into an entrepreneur. Other factors play equally crucial roles for establishment and successful implementation of an enterprise. The constant supply of qualitative and cost effective input, existing infrastructure such as road, electricity, communication, security, bank services and market for the output are prerequisites. However, the capital is utmost important for initiation of any enterprise. The entrepreneurs can use their savings or borrowings from families/relatives, as an equity that needs to be supported by external fund such as borrowings from local merchants, relatives, and various financial institutions or grants from donor agencies. The local merchants, relatives and donors have their own limitations and constraints for adequate and sustainable supply of fund. The formal financial institutions could be effective and sustainable options for managing adequate and sustainable fund for establishment and implementation of enterprises. Government of Nepal has made provisions for financing small and medium sized enterprises (SMEs) through various means such as establishment of youth and small entrepreneur self-employment fund and poverty alleviation program. Further, the central bank has directed banks and financial institutions for priority sector and deprived sector lending. The central bank is implementing rural self-reliance fund. Ministry of land management, cooperatives and poverty alleviation has been promoting to develop cooperatives for enhancing access to finance for poor and underprivileged. However, the current situation reveals that SMEs entrepreneurs are facing problems in accessing finance, and, on the other hand, formal institutions such as banks and financial institutions are facing challenges in financing SMEs. This article attempts to explore how the entrepreneurs are managing finance for
establishment and implementation of SMEs. Five SMEs entrepreneurs in Kathmandu have been purposefully selected for the case studies. The experiences on SMEs financing in South Africa, East African Countries, developed and developing countries including Nepal has been referred to for analysis. The existing policy, procedure, features and terms and conditions of the banks and financial institutions in SMEs financing in Nepal has been reviewed. The study interacted with SMEs entrepreneurs on strength, weakness and challenges for debt financing from their perspectives. The study concludes that exorbitant interest rate and limited fund of informal sector, and complex policy and procedure of formal sector, and inadequate government policy has been hindering the effective management of SMEs financing. Further, inadequate insurance policy and lack of backstopping support from government are among other factors hindering the effective management of financing SMEs.

**Keywords**: Small and medium sized enterprises, entrepreneurs, priority sector, financial products, sustainability

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**#38 (15:30-16:00)**

**Financing of TVET in Nepal**

*Baikuntha Prasad Aryal*

Technical and Vocational Education and Training (TVET) reform has become a global agenda in the recent years. Many countries in the world have recognised skilled human resources as one of the prerequisite factors to ensure inclusive economic growth of the country. Considering TVET sector as an enabler for the socio-economic transformation of the nation, preparing competitive skilled human resources has become a worldwide priority, which has compelled the system to increase financing in TVET sector. However, evidences across the developing nations indicate that there is regressive financing pattern in TVET resulting exceptionally under financed comparing to general education. One of the possible reasons for underfinanced TVET sector is the political economy of the country, which has led to a longstanding debate. In the case of Nepal, the government emphasizes TVET as a priority sector for the development of the country in the recent days. TVET governance has become a greater policy concern in Nepal mainly to address the constitutionally designated functions between three tiers of government as well as to establish a sustainable financing mechanism for better TVET service delivery. Due to
unclear demarcation between TVET and non-TVET activities, it has created some confusion in TVET financing. Thus, the policy makers and all relevant stakeholders should have clear and common understanding on the TVET and the non-TVET services, hence a solid foundation of financing on TVET can be established. The secondary information is the major source of this study, however a questionnaire was developed and administrated to capture the current TVET financing domain from the federal line ministries. The secondary data related to TVET financing was derived from relevant organizations and carefully analyzed. Since, one of the critical findings of the analysis was that the cost of TVET appeared quite higher than the general education. Thus, there is an urgent need to establish a coordination and collaboration mechanism among the three tiers of government for rational financing in TVET. The findings of this study have further encouraged the stakeholders to claim prospects of viability of integrating of funds from government, non-government and private sectors, so that TVET can serve as an avenue for national prosperity through the wider employment opportunities of skillful youths. This paper has also identified some critical issues and possible options on TVET financing mechanism in Nepal. Referring to the provision of the intergovernmental fiscal transformation of the country, the pattern of government resource in TVET and the resources channeled from the private sectors, including non-governmental sectors on TVET sector, was intensively compared. This paper, therefore, firmly emphasizes the ways to harmonize both the government resources and the resources from private sector to strengthen TVET sector of the country. However, it is recommended to be further empirically tested. Several other contextual recommendations made in this paper would equally be instrumental to trigger the transition of TVET in the federal context of Nepal.

**Keywords:** TVET, financing pattern, political economy, human capital, sustainability

### #39 (16:00-16:30)

**TVET financing and fund sharing**

*Hari Lamsal*

Education requires resources where the term “Education” and “resources” carry the broader meaning in this context. Before entering into the relationships, there is a need to define both the term Education and resources. The scope and coverage together with the delivery modality of Education help to determine the amount of resources requires in this
Once we will define the term education explicitly then the second task is to explore the resources -what sort of resources and who will take the responsibility of managing resources. In order to limit the focus of this study, education is limited to Technical and Vocational Education and Training whereas resources are limited to the funding made available to the TVET. The TVET refers both Technical and Vocational Education in secondary education and vocational or skill development training.

Therefore, this paper aims to define the TVET in Nepal and the existing funding modality. At the end of the discussion, the model of funding applicable to Nepal will be proposed as a policy reform in order to bring the reform in TVET sub-sector. TVET in Nepal is taken as shared responsibility of government, and non-governmental agencies. Several ministries and institutions of Federal Government are directly being involved in TVET in Nepal. Provincial and Local Governments are also looking eagerly their space in TVET in Nepal which is yet to be figure out in the legal tools. Although it is saying that the country has been recently entered into the federal structure therefore it may take time to settle the several issues of TVET governance in Nepal. However, absence of integrated framework in TVET allows to work several non-governmental organizations in their own ways. Such situation does not only show the fragmented efforts in TVET, it equally affects the funding made available to this sub-sector. In order to harmonize the existing funding of several governmental and non-governmental agencies, there is a need to develop integrated TVET framework which bring all stakeholders together in planning, implementation and monitoring.

**Keywords:** TVET financing, Fund sharing, Integrated framework

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**#40 (16:30-17:00)**

**Knowledge management in TVET**

**Devendra Adhikari**

The government of Nepal is providing vocational training activities to the unemployed youths through different projects by taking assistantship of international donor communities. The objectives of such projects are simply met by fulfilling the quotas of the training participants and calculating their employment status. However, most of these lack proper knowledge management and disseminating mechanism, so that the similar type of forthcoming projects could learn or replicate the good ideas as well as the
failures. This paper will explore and document what learning were made during the implementation of the project Decentralized Rural Infrastructure and Livelihood Project- Additional Financing, which skilled more than 3,000 youths in 27 different training trades in 18 rural districts during the implementation period of 2012-2016. The paper is based on a qualitative study, following the interpretative paradigm through the case study approach. The academic review and documentation of knowledge gained in the project in vocational training sector might be useful in strengthening the TVET sector in Nepal.

**Keywords:** knowledge management, vocational training, mobile skill training
Concurrent Session I: Teaching and Learning
Wednesday, 11 September 2019

ROOM#04, 15:00 - 17:00

PAPER ABSTRACTS

#41 (15:00-15:30)
Aspirations of secondary school students towards pursuing TVET

Sanam Maskey

Technical and vocational education including training is a growing field in Nepalese education context, as well as academia, which concerns itself with providing knowledge and skills to individuals. These skills are matched with the market demand to create employment or being able for self-employment as well. The review shows that the sector has a potentiality for improved livelihood, employment opportunities and income generation at micro level in the Nepalese context. At macro level, it can effectively assist in poverty alleviation, improvement in quality of the workforce resulting in production of quality products and services and improved economy of the nation as a whole. A comparative study shows that the sector feeds on the youth among 15-24 years old, thereby contributing to labor market and expanding the economy. This age group is in the crucial stage of exploring and choosing their occupational options. This study aspires to take deeper insight into students' occupational aspiration as it has been identified as one of the factors that influence the career path they choose in the future. Qualitative study was conducted using narrative inquiry in which two secondary level students from community school, two students from institutional school and two students from among those currently enrolled in technical schools were interviewed. The interview focused on the aspirations and reasons of these young students for choosing or not choosing TVET. The findings revealed that the interest towards a particular occupation as the main drive towards pursuing technical and vocational education apart from being able to find employment and earning decent income. However, there were social linkages which pointed out to the preference and pressure from the family and the society towards pursuing general academic degree rather than the technical or vocational education. This showed the orientation gap of the Nepalese society towards the TVET sector in terms of pursuing it as an education or a vocation. This study, on
expanding its analysis, shows an explicit picture of the secondary school students' interest towards pursuing technical and vocational education, including the societal influence on catalyzing their aspirations to pursuing the same.

**Keywords:** aspiration, pursuing, social linkage, societal influence

#42 (15:30-16:00)
**Exploring student’s choice to staff nursing education: A narrative inquiry**

*Raju Moktan*

A study was carried out to explore why students after secondary education examination choose to study staff nursing education in private technical institutions in Lalitpur and Kathmandu even though it is costly relatively by its nature. I used qualitative research design with a narrative inquiry and in-depth interview was conducted based on temporality, sociality and place (Clandinin & Huber, 2010) of common places of narrative inquiry particularly the students studying staff nursing education right after secondary education examination (SEE). Anticipation of easy employability, Peer Influence, migration for better future to overseas for good future are the determinants of their choice to Staff Nursing Education under CTEVT. This will be implacable to fresher that are aiming to study Nursing after SEE. Besides, this will serve the parents and policy maker to comprehend real ground situation between choice of students and job placement after their studies.

**Keywords:** Nursing Education, TVET, Extrinsic, Intrinsic, Expectancy theory, Motivation, CTEVT, HRH

#43 (16:00-16:30)
**Teaching tourism skills to less educated persons: Challenges and opportunities explored from a rural tourism destination in Chitwan, Central Nepal**

*Chet Nath Kanel*

Tourism has been one of the major sources of foreign currency income as well a good vehicle to boom local economy through production enhancement, services-selling, employment creation and other multiple socio-cultural & educational benefits in Nepal. Tourism sector also has a good share in the national gross domestic product (GDP), having around 3% of contribution. In more than six decades'
history of systematic tourism
development in Nepal, it has given high
priority to develop rural tourism only
after 1998; or, after celebrating the first
and ever "Visit Nepal Year- 1998".
Several rural tourism destinations were
proposed to develop, promote and
market in national as well as
international tourism arena. Chitwan's
Chepang Hills is one of such
destinations designated as 'rural tourism
site' in Central Nepal, which is linked to
the world-famous (the World Natural
Heritage Site) Chitwan National Park.
The government, in partnership with
other international organizations and
local partners, made an effort to develop
Chepang Hills as a culture-focused rural
tourism destination in the district as a
model concept. To develop the area,
locals were trained on a number of
subjects and themes, associated with
homestay-based rural tourism
development. According to locals, at
least twenty types of trainings were
provided by the facilitating
organizations to them. Most of the
training participants were simply
literate.
In this study, I have explored the
usefulness, opportunities and challenges
faced by these trained people in the
process of developing their capacities
and sustaining the learned knowledge &
skills. While doing so, under qualitative
inquiry approach, I used ethnographic
method through 'participant observation'
for a longer period. I also used in-depth
interviews with the selected participants
to enrich their understanding. The
research finding illuminates that the
participants have now less memory
about 'knowledge'-related learning;
however, learned 'skills' have been
enhanced through continuous practice in
their day to day lives/businesses. The
study also found that there were some
'andragogical' limitations. Additionally,
participants who had chances to get
refresher training, wider connections
through ICTs and peer networks
('connectivism'), and regular feedback
through different means have developed
themselves as good practitioners. Also,
some participants have been able to
develop themselves as 'local trainers';
who are also called 'local resource
persons'. They have started making
good earnings from these learning.
Institutionally, post-training follow-ups
and supports in most of the cases were
lacking partly due to the absence of
active leadership and also less
initiatives by the participants
themselves. Despite several challenges,
new avenues to the households involved
in homestay and other tourism
enterprises have been created.

Keywords: Tourism, homestay, training,
learning, practice
Teaching and learning in TEVT field: A case of a TECS school from Jajarkot

Tilak Bahadur Khatri

Shiva Secondary School was established in Bheri Municipality-1, Jajarkot at 2045 B.S. The TSLC level PJTA and VJTA course under TECS program of CTEVT have been in offer since 2068. The teaching and learning in the TECS program are skill based and practical based to enhance the skilled human resources. The learning by doing theory has been implemented in all the courses. The nature of the curriculum is 80% practical and 20% theory. The role of the teacher is to facilitate students for active engagement in the projects in the field work. The students learning achievement is skill based and they start different professions related to agriculture and livestock. The main purpose of this paper is to explore the teaching and learning practices of TECS school of Jajarkot and to share the experience with faced challenges. In this argumentative paper, I discuss the teaching and learning in TVET field with myself and our school’s experiences narrative. The TECS program contributes to change the traditional agriculture system of the remote area of Nepal in the modern farming. The police of TVET program of CTEVT should develop the training as well as academic programs.

Keywords: Agriculture and livestock, teaching and learning, TECS program, PJTA & VJTA course, skill development, practical and project-based learning
Concurrent Session J: National and International Case Studies

Wednesday, 11 September 2019

ROOM#05, 15:00 - 17:00

PAPER ABSTRACTS

#45 (15:00-15:30)

Automobile Maintenance Repairs in Nigeria “The Hidden Treasure”

Muhammad Shuaibu Birniwa

Land transport which comprises of automobile, railways and others are among the main mean of transport in Nigeria since eighteen century. Automobile as a mean of land transport carry more than eighty percent of the transportation sector of this Nigeria. There are high and rapid technological advancement in a field of automobile which give birth to an area of specialization called autotronics. Today cars are equipped with electronic controls, actuators, sensors, navigation controls, intelligent controls and many more complex systems which make automobile industry the highest in technological development across the globe. The technical personnel that repair most of the vehicle in Nigeria are called roadside mechanics. These mechanics are more conversant with older model of vehicle, because they are manufactured, operated and controlled mechanically and majority of them are illiterate, but cars imported into the country are more electronically operated and controlled which make present roadside mechanics at a disadvantages stage. The rapid, complex and high technological development in automobile posed great challenges to Nigerian roadside mechanics due to their inability to repair majority of the latest cars imported into the country because they were equipped with electronic gadgets and intelligent controls. These problem need to be curtailed or completely eliminated otherwise over two millions Nigerian roadside mechanics would be rendered jobless. Federal government introduces skills upgrade for these mechanics to make them relevant, efficient and effective in carrying out maintenance repair of the autotronics vehicle as for them to contribute towards the economic development of the country, by transporting people and goods, agricultural development, power generation and defense, but from the survey it was discovered that the programme was not successful due to low educational level, inability to read diagrams and sketches by the roadside mechanics. A research conducted revealed gap still existed between skills
competencies needed and skills competencies acquired in carrying out efficient and effective maintenance repair on autotronics vehicle. Researches shows over two million Nigerian roadside mechanics will be rendered unemployed as a result of this short comings. A questionnaire and oral interview were used as an instrument for data collection; results obtained were analyzed and present using percentage, graphs and charts. Recommendations were given on how to address the problem.

Keywords: Autotronics, Roadside mechanic, Mechatronics, Skill and Repair

Challenges and opportunities of TVET in developing Countries: A cases from Sudan

Abdelmoiz Ramadan

Technical and Vocational Education and Training (TVET) system can play a significant role in providing human resources to bring out the structure of the economic situation reform and to facilitate developing countries change. However, despite having begun this kind of education very early, there has been no progression achieved in the Sudanese TVET system. This paper attempts to address challenges and opportunities in developing countries about TVET in general, the study was done in technical secondary schools and vocational training centres in Khartoum, Sudan. The sample size was 7 participants obtained through purposive sampling. The data was analyzed qualitatively on the basis of the thematic analysis. Both primary and secondary data were collected. Primary data were collected through the open-ended interview from 2 experts, 4 students and 1 parent. The secondary data involves context analysis from empirical studies. The findings revealed that; although governments insistently call for TVET development in developing countries, a number of restrictions hinder this field to reach the standards, which are: lack of financial fund, lack of teacher training program (locally or abroad), lack of curriculum and pedagogical support, lack of management, and misconception of society towards TVET students. Additionally, the absence of technology in the teaching and learning process is another challenge. Finally, the study recommends that TVET administrations have to implement what has been drawn in international trends, organizations’ frameworks, standards as well as the experiences from selected developed countries.

Keywords: Challenges, opportunities, TVET, education, developing countries, labor market, Economic development
#47 (16:00-16:30)

Notions and evaluation practices based on the approach for competences of several specialties implemented in the professional technical colleges of Costa Rica

Silvia Camacho Calvo

The analysis on the educational modalities by competences or based on the competency approaches creates a research area, the present theoretical-methodological exploration is oriented towards the analysis and reflection around the processes of teaching and learning, notions and evaluative practices in the implementation of the competency-based approach in Professional and Technical High Schools in Costa Rica. The research begins with a brief critical analysis on the notions, the curriculum and the evaluative practices under the competency-based approaches and then to contrast them with those generated in the Costa Rican context under the modality of the Education based on Labor Competency Standards (EBNC), implemented by the Direction of Technical Education and Entrepreneurial Capacities, of the Ministry of Public Education of Costa Rica. The Educational Model was approved on October 31, 2006 by the Higher Council of Education, who approve of the curricular change based on the competency-based approach, in order to be able to change from the traditional education model to one that integrates knowledge, practices and skills for life. To answer the research question, a narrative was constructed including the critical analysis of the theoretical, teachers and student discourses about the notions of competence and the evaluation practices in the EBNC. The analysis of the information was made from a qualitative approach, using the hermeneutics method proposed by Paul Ricoeur (2003) as a method for critical interpretation, which proposes that the narrative is essentially telling something, which is considered a discourse, whether textual or oral. Stories build narratives are essential, however, it is important to clarify that narratives are not the sum of the stories, but discursive constructions that take them as inputs, with the particularity of being constructed from the subjective perspective of those who observe cautiously, in this case, the researcher. The aim was to put in perspective the need for an education that integrates different aspects of knowledge and that transcends the emphasis of labor skills towards an education that allows to develop knowledge of how to live in the world as an active citizen. In addition, diversity is recognized as a construction of significance of different worldviews, in the sense of interpretation horizons proposed by the hermeneuts, that is, to give meaning as a human being of the
daily experiences of the actors in the educational system within the learning processes. The main findings of the research make evident that the curricular approach, through which pedagogical mediation is carried out in the classrooms, does not allow innovative evaluation practices, since the teaching staff do not understand in depth, nor are they appropriate for the educational model under which the teaching and learning processes are implemented in the Professional and Technical High Schools of Costa Rica.

**Keywords:** Educational modalities, competences, technical-vocational and professional education, professional and technical high schools, hermeneutical critical analysis, professional and technical curriculum

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#48 (16:30-17:00)

**What is worth a qualification?**

**Labour migration and skills recognition**

**Christiane Eberhardt**

**Proposal Information/ Research/ Questions and Theoretical Approach**

Vocational titles, certificates and degrees are thus the expressions of cultural and symbolic capital (Bourdieu 1993) that enable the individuals to exploit their competences on the labor market and herewith gain status in society. Recognition processes are geared towards creating trust - in terms of vocational training between the labor market (the party that accepts the qualification) and the individual (the person who is applying for skilled work). Against the background of an impending shortage of skilled workers, negative demographic developments and the EU’s single-market-strategy procedures of validation, assessment and mutual recognition of vocational skills and qualifications play an important role in order to enhance the “readability” and application of vocational skills and qualifications. The paper investigates options and obstacles that arise with regard to the recognition of vocational skills and competences in different context and on the function that is accorded to it.

**Methods**

The paper examines the transfer of cultural capital between contexts from a vocational education and training perspective by analysing approaches of recognition that are introduced in the European Union, the Federal Republic of Germany as well as in Australia and Canada. Methodologically the paper builds on a qualitative and on a developmental approach. The perception of recognition in Australia, Canada and the UK was in the core of
the project MoVA (Models and procedures of recognition of vocational competences and qualifications acquired abroad). Designed as an exploratory study, the project relates both to governance and to the specific level of implementation of recognition procedures. Based on around 40 interviews with experts from Australia, Canada and UK strategies and concepts for the recognition of qualifications acquired abroad were identified. The results complement and boost the current discussions towards the ongoing activities with the implementation of the Act on Recognition in Germany. The strategies for implementation of the European tools for the crediting and validating of vocational learning like the ECVET (European Credit System for vocational education and training) were in the core of pilot projects and monitoring activities conducted by the author.

Conclusion and Findings, Scientific Significance

Comparative VET research though face the dilemma that there is “no culturally independent academic research terminology that permits society-specific constructs to be described from a meta level” (Georg 2005, p. 189), they can only be derived from overarching contextual conditions. The same applies for the perception of recognition. Whereas in Germany the object of recognition is to counteract the negative demography, Australia and Canada are using skills recognition for migration policy purposes. The European Union in turn seeks to translate national qualifications to promote the European Single Market. The recognition of foreign qualifications can thus serve various functions, depending on the respective framework conditions in which recognition takes place: (1) it can be geared to attract people from abroad to domestic labor markets, (2) it can overtake a restrictive function and link entry permit with recognition, (3) it can serve selective purposes and allow permission only to those individuals that are needed on the labor market, (4) it can have an integrative function, giving status and access to the labor market regardless of whether they are already in the country or whether they want to migrate into the country. According to that, VET qualifications are social constructs that carry the very highest degree of cultural and societal connotations; they are both “cultural capital” and “cultural projections” (Georg 2005, p. 183) at the same time.

Keywords: Skills recognition, validation of prior learning, European instruments (ECVET, EQF), the German Act on Recognition
#49 (15:00-15:30)

**Traditional occupations threatened in community forestry in Nepal**

*Bhola Bhattarai*

Traditional occupations of the forest dependent occupational communities are threatened in community forestry (CF) in Nepal. Traditional occupations groups are losing their professions after the implementation of CF. The traditional groups such as charcoal producers (black smith), timber harvesters, non-timber forest product (NTFP) collectors are limited to collect raw materials from the forest. The forest management plan is the legal document for forest management which was developed by the forest technocrats. This legal document describes the technical aspects of forest management. The different policy provisions provisioned in the management plan has to be followed by the community forestry. The Government of Nepal has introduced new forest management practice which is called Sustainable Forest Management (SFM) in community based forests in Nepal. The newly introduced SFM system is weakening the traditional occupations by launching scientific and technological forest management systems. In this article, I have reviewed five management plans, observed two CF, conducted two focus group discussions and in depth interview with ten people. The major findings of the study are; the political notion of CF is slowly weakening the traditional knowledge of forest management, the forest laws and plans are developed in inadequate discussions with forest dependent communities, and CF does not have programs to promote traditional knowledge in forest management. In conclusion, the traditional knowledge and value of forest management is slowly ignored in CF which needs to be strengthened and promoted for sustainable development of forests and people.

*Keywords*: Traditional occupations; community forestry; Nepal
Traditional leather shoe occupation, TVET, and socio-occupational Dignity

Ribam Mangrati

This qualitative paper tries to dig out the relationship between non-conventional approach (TVET) to the traditional shoemaking enterprise and its social dignity. Former BLSI workers, current shoe workers (Vocationally/traditionally trained) and few non-Dalit workers were the respondents while other sources include thesis papers from Tribhuwan University and journals. Both inductive analysis and context-sensitive methods have been adopted during analysis.

Theoretical approach: According to Townsend et al. (2002) “Occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their community (productivity)”. John Dewey (2010) in Notion of Occupation says that occupations are not just the pleasant way to learn something; through them, the mind becomes the organ for understanding, an instrument of free and participation in the social life. Quoting Muluki Ain, Hofer (2004:92) says that occupation is not governed by the caste system and all the works of so-called lower caste people can be adopted by the so-called higher caste people. But it doesn’t talk about the other way around. William Bartlett from the London School of economics says that the products of vocational training are less likely to remain unemployed and also gain social dignity. Taking into consideration these theories, the paper tries to look into traditional shoemaking enterprise from the lenses of social theories of class, caste, institution and structure in Nepal and also the theoretical base for the socio-occupational dignity and mismatch in the demand and supply of workforce in the enterprise.

Findings: The paper depicts that non-traditional workers got into shoe business as the owners, but not as craftsmen. And the mindset is gradually changing as the occupation is getting modernized. The vocationally trained Dalits find it more useful in their traditional work of shoe. The traditional occupation, due to the non-conventional approach (TVET), was able to gain socio-occupational dignity to some extent and the industry got a new face. As an interesting finding, the inclusion of shoes making in the curriculum of formal education has high possibilities of bringing good fortune for this sector. In the nutshell, the paper attempts to find out whether TVET can dignity the traditional occupation of Dalit community and also takes a deep look on the mismatch between the
market demand and workforce in the shoemaking industry.

**Keywords:** Occupational encroachment, skill mismatch, socio-occupational dignity, Technical Vocational Education and Training (TVET)

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### Indigenous skill transfer and employability among ‘Shilpakar’ community

**Sanjog Shiwakoti**

Indigenous knowledge is the sum of accumulated experience, knowledge, skill and wisdom and a unique way of day to day unique living in specific ecosystem. As, the societies has been changing dynamically to the era of communication and globalization, there has been great threat on the indigenous knowledge transfer to the younger generation and its practices in day to day life. It is because of this reason the objective of this study was to examine indigenous knowledge transfer, especially focusing on the aspect of skill transfer and its applicability in employment among the youths of Bhaktapur. Newar being the indigenous group who have been practicing different form of indigenous tradition and culture, that has even been generating the economic gain for them, the study only focused on the employment aspect of the traditional occupation. The study has captured the pottery skills that has been one of the major touristic attraction as well as the economic source for few castes of Newar community. To this end, qualitative case study was used as a research design. The study was conducted on the place called 'Pottery Square', where 4 different cases of youth has been generated to analyze how the modern youth perceived those skills and how they are utilizing it. In-depth interview and observation was the major tool of data collection. The finding revealed that, the major way of skill transfer was via oral tradition, observation and the day to day practice. However, the findings showed its applicability in employment differs from person to person.

**Keywords:** indigenous knowledge, employment, skill transfer, youth

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### Gender stereotypes on Technical and Vocational Education and Training (TVET)

**Indra Mani Yamphu**

Gender stereotypes as clichés in Nepali society which a man or woman is supposed to do. The social roles of men and women have been separated by
structural beliefs socially constructed over time. In other words, in Nepal, as patriarchal society, there exists articular beliefs and behaviors on what to work by men and women. The gender stereotypes have become one of the key barrier for not making participation of women in TVET sector which provides knowledge and skills for employment. The TVET is also as a crucial vehicle for social equity, inclusion and sustainable development. But, the TVET programs in Nepal has less emphasized on inclusion of women in male dominated works. In this context, this paper based on case study of few women workers in Balaju technical Institute explores multiple forms of gender stereotypes hindering the meaningful participation of women in male dominated works. The paper further highlights on how the women engaging in male dominated works are coping with the societal barriers or challenges and their developmental outcomes generated through their coping strategies. The women’s perspectives generated through in-depth interviews are further analyzed from feminist perspectives for comprehensive and deeper understanding of the phenomena.

Keywords: Gender stereotypes, TVET, Coping strategies


**Concurrent Session L: Sociology of TVET**

Wednesday, 11 September 2019

ROOM#07, 15:00 - 17:00

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**PAPER ABSTRACTS**

#53 (15:00-15:30)

**Employability, skill and occupation of youth and marginalized community: An analysis from Sociological perspective-underclass**

Purna Bahadur Nepali
Mohan Singh Sunar
Sushant Bhandari

Youths and marginalized communities are becoming more vulnerable day by day due to unemployment, devoid of decent works and occupations. They have been facing historical, structural, institutional, and psychological barriers due to their marginalization. Its continuations are well institutionalized and regulated by formal and informal social systems, delinking education and employment system in general. In the given backdrop, this paper attempts to explore and analyze the traditional and conventional occupations and livelihood diversifications of youths and marginalized communities through the lens of emerging powerful sociological concept of the underclass. In the Nepalese context, underclass can be understood and contextualized as a social concept that deals with structural and cultural marginalization in multi-dimensional perspectives i.e. caste, class, gender, geography, age, etc.

Those who belong to the lower rung of society have cumulative deprivations with lesser hopes and aberrant behavior. Hence, underclass concept with social structure and institutions and deviant psychological behavior linking with employability, skills, and occupations are employed for the entire analysis.

Methodologically, desk study, theoretical analysis-underclass, and data analysis (mixed method: qual-quant method, and big data vs small data 2), are employed. While analyzing, big data (Census, National Living Standard Survey etc.) is compared with small data (e.g. small survey) to analyze the relationship among existing occupation, employability and decent job in terms of gaps, issues, and mismatches (skill, know-how, knowledge, etc.).

Ultimately, this paper contributes to following areas: i) portfolio of joblessness and unemployment among youth and marginalized communities, ii) underlying causes of joblessness, unemployment with psychological distress, and difficult living standard of youth and marginalized communities.
and iii) role of emerging TVET to address aforesaid issues

1. Underclass refers to social concept that deals with lower class with cumulative disadvantages and multiple levels of deprivation (social, economic, cultural and psychological). The most disadvantaged section with heterogeneous grouping and family are outside the mainstream society of occupational system e.g. unemployment, joblessness, and chronic poverty. These wide ranges of section of disadvantaged people have experiences of long-term unemployment and chronic poverty with deviant and aberrant behavior (Wilson, 1987).

2. Big data versus small data analysis refers to the comparative analysis of secondary data (large scale administrative data) with respect to small data to understand the gaps and inconsistencies between two sets of data. On one hand, Government collects the big data (e.g. large administrative records) which allows us to visualize complex policy problems from multiple vantage points. On the other hand, through the sample study, researchers can collect “small data” that provides insights from the ground level. “Small data” combined with “big data” can render a rich, layered corpus of research directed at a problem that deserves to be studied with all possible methods and from all possible angles. (linkages of education and employment system, policy mismatch) in context to law-making and institutionalizations processes. Finally, this paper intends to unfold, depict, and contextualize the concept ‘underclass and deprivation trap’ with enabling and constraining factors based on evidence-based arguments considering youth and marginalized communities’ unemployment and multidimensional deprivations.

**Keywords**: Youth and marginalized communities, unemployment, underclass, decent work and occupation

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**#54 (15:30-16:00)**

**Linking VSD to inclusive growth: Why labour processes and context matter**

*Hannes Teutoburg-Weiss*

This paper reports on the first stage of an international, multi-disciplinary research project ("Skills for Industry") that is examining the factors that help or hinder vocational skills development (VSD) in low- and middle-income countries to contribute to inclusive industrial growth and transformation. There are six countries in the comparative study: Bangladesh,
Cambodia, Ethiopia, Laos, South Africa, and Vietnam.

The research derives from the current context in which many governments of lower income countries and international donor agencies have greatly increased their support to VSD. This renewed interest in VSD can be seen as a response to high rates of youth unemployment in the Global South. While the research available on the role of VSD programmes has been overly concerned with tracing graduates and making inferences about life time earnings and company benefits in the light of human capital theory, we propose to look at this linkage in more comprehensive and holistic fashion. We argue what is required to examine the relations between VSD regimes and company transformation/growth is the establishment of an approach which combines insights from the political economy perspective with the analysis of labour processes. We are therefore attempting to address what we see as a blind spot in research, but at the same time an issue which is of high importance in the development context. In contrast to the more traditional approaches, we suggest an alternative way of examining the described linkage. Rather than basing our analysis on positional gains/losses of single actors, we focus on the change in work organization and production processes brought about by introducing employees with specific skill sets in the workplace. We are therefore interested in the collective consequences of skill development. Consequently, the project uses a theory-based evaluation framework inspired by contribution analysis and employs it through the lens of a political economy approach. This combined framework emphasises the need to understand context and mechanisms – to which traditional approaches often remain blind – in order to explain different outcomes and the underlying processes of change (or stasis). The first of three fieldwork phases, a company survey with closed and open questions, has been finished and the data is currently analysed using descriptive statistics.

In the paper, we start with a brief overview of the main theoretical issues and our point of departure. Secondly, we present the methodical pillars of the conducted company survey and some key finding from the research completed to date (e.g. glance at the relationships between perceived importance of VSD programmes and company transformation and growth).

**Keywords**: development, inclusive growth, political economy, vocational skills, labour process
Empowering Tharu and Bote women through vocational skill: A case of Amaltari homestay

Surya Neupane

Tharu and Sunuwar people are indigenous groups of Nepal. They have been surviving utilizing their traditional skills. However, recently the people have started promoting home-stays to promote economic social and culture of Tharu and Sunuwar. Women’s role has been particularly vital for promoting home-stays since they use their skills, which was not recognized in society. In this context, this research was carried out for exploring the role of home-stays for empowering women using vocational skills at local level. For this, I used qualitative method for carrying out this research. Focus group discussions, key informant’s interviews and observation tools were used in the process of this research. Total of 29 women, who are running their own home-stays participated in focus group discussion. The research study found that, the women of Tharu and Sunuwar caste in Amaltari home-stay village are empowered economically, socially and culturally because of promoting traditional and new learnt vocational skills in their home-stays. This research concludes that, Tharu and Sunuwar women are using their traditional and new learnt vocational skills in their home-stays. Although they are performing reproductive social role in their home gradually they were also stepping to perform productive and community role. Home-stays have promoted the use of indigenous and new learnt vocational skills in their profession. Because of the changing roles, they are being economically, socially and culturally empowered.

Key words: Empowerment, homestay, indigenous

Influence of foreign employment in Nepalese family structure and relationship

Kamal Giri

This paper presents some of the results of how foreign employment can influence the Nepalese family structures and relationships. The main purpose of the paper is to explore how labor migration has affected our long run social norms and values with regard to family relationships. This paper is based on literature review. Moreover, it also takes participant’s views. I have applied interpretive and critical world views through qualitative strategy of inquiry because the researcher reveals the hidden aspects about how their narratives are constructed and
interpreted. I have selected participants purposively. Hence, the paper has concluded that the majority of the participants have good experience from foreign employment which has supported for children’s further education. This paper has found that foreign employment has resulted in family separation, divorce, contributed to children’s education and internal migration, especially in urban area. Similarly, it has also decreased in agriculture production because of lack of labour where youths migrate to foreign employment and their family members are settled in city areas. The foreign employment of Nepalese youth to gulf countries, Malaysia, South Korea, and other parts of the globe may have mixed influence including both positive and negative impacts in Nepalese society and their family relationships.

**Keywords:** Remittance, divorce, agriculture, education, urban migration and internal labor market
Meta-analysis: Assessing the impact of TVET programs on youth labor market outcomes

Johanna Kemper
Andrea Ghisletta
Jonathan Stoeterau

Context: One critique that is often raised in discussions regarding the effectiveness of vocational training on youth labor-market outcomes is that previous research has shown only a minor or no impact of such training programs. In fact, the empirical literature remains inconclusive about this link. One part of the literature concludes that TVET does not have a statistically significant impact on (youth) labor market outcomes (e.g. meta-analysis of Blattman and Ralston, 2015) — especially in the case of developing countries. Other sources come to the opposite conclusion (e.g. meta-analysis of Tripney and Hombrados, 2013; Kluve et al., 2016). In addition, two recent experimental studies in Uganda and Ivory Coast show that workers as well as firms profit from youth vocational training (e.g. Alfonsi et al., 2017; Crepon and Premand, 2018). This fact is also reflected in the significant effect of heterogeneity, typically reported in meta-analyses (c.f. Tripney and Hombrados, 2013; Kluve et al., 2016). We argue that the critique needs to be differentiated and further explored, as the ambiguity regarding the impact of vocational skills training on (youth) labor market outcomes may be largely driven by the heterogeneity between vocational training programs. The aim of this meta-analysis is to analyze to what extent certain factors explain the heterogeneous impact of vocational training programs of youth labor market outcomes, thereby identifying factors that contribute to the success of training programs. In contrast to previous meta-analyses, we take a closer look at specific factors of vocational training programs affecting their successfulness. Examples of such factors include the quality, length, and (financial) incentives for firms, students
and schools to participate in vocational skills training.

**Research methodology:** The meta-analysis will be conducted through a systematic search for relevant literature in online databases, through search engines (e.g. Google Scholar) and based on the literature reviews and reference lists of relevant studies (“snowballing”). Thereby, we follow a pre-defined search plan specifying the search terms, the places where the search will be conducted and characteristics by which the studies will be coded. Meta regressions will be conducted using simple and multiple meta regression methods.

**Findings:** The findings of the meta-analysis are equally relevant for researchers and policy makers as these enhance their understanding in how to design and implement vocational training programs more successfully.

**Keywords:** Youth employment, vocational training, impact evaluations, systematic review, meta-analysis

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#58 (10:00-10:30)

**Challenges of scaling up an apprenticeship pilot: A case study of Nepal**

*Thomas Bolli*

*Mahesh Nath Parajuli*

*Ursula Renold*

*Binayak Krishna Thapa*

*Johanna Kemper*

This paper analyses challenges of scaling up an apprenticeship programme pilot in Nepal. The programme lasts for two years and combines two days of classroom education in a school with three days of workplace training in a company each week. In order to understand the challenges of scaling up an apprenticeship programme with such a complex actor setting, this paper analyses the processes of motivating schools, companies and apprentices to participate. The results are based on semi-structured interviews among the participants of the small pilot of the first apprenticeship cohort that started in July and September 2018.

Motivation of companies to offer apprenticeship places for the first cohort has been relatively easy. This appears to be due to experience with workplace training in existing TSLC programmes as well as the good personal relationships of schools with companies. Furthermore, companies are generally happy to participate in the
programme. They are particularly happy about the relatively long duration of two years. However, these results raise questions about scaling up the programme. Relying on personal relationships of schools and existing experience of companies will get more difficult as the scope of actors increases. Hence, including employer associations more concretely in the process might help to streamline the process of motivating companies.

Motivating applicants for the apprenticeship programme has been more difficult than the motivation of companies. This is particularly true for disadvantaged youth. The main challenge mentioned has been the fact that youth have not heard about the new apprenticeship programme. However, the schools have been able to find suitable applicants and the apprentices are generally very happy about the apprenticeship. One main issue of apprentices refers to difficulties of financing their living and transportation expenses. This is particularly evident for apprentices who stem from rural areas.

Furthermore, a lack of permeability in the Nepali education system after the completion of the TSLC represents a concern, highlighting the relevance of the ongoing process of developing a National Vocational Qualification Framework. This process further points towards the challenges created by the ongoing federalisation process of the whole Nepali education system, which represents a challenge for the long-term strategy of the new apprenticeship programme because of the resulting changes in the relevant actors. Scaling up from the number of schools might also represent a challenge, particularly because they need to have good relationships with companies. Furthermore, scaling up the programme raises issues of coordination among schools. First, it remains unclear how multiple schools in the same region coordinate to avoid competition for apprentices and companies. Second, similar programmes such as the ones by the World Bank and the Butwal School of Technology represent a positive factor in the short-run as companies have an understanding and experience in providing workplace training. However, in the long-run, the relationship between these similar programmes needs to be evaluated to avoid frictions.

**Keywords:** Apprenticeship; workplace training; TSLC programmes; National Vocational Qualification Framework; Nepal
Contractual choice in informal apprenticeship training

Bart Kudrzycki
Johanna Kemper

In this paper, we study the structure of financial contracts in the context of informal apprenticeship in Sub-Saharan Africa. After small-scale agricultural producers, informal firms are the most common economic organization in Sub-Saharan Africa. Small, unincorporated household businesses contribute to about 55 per cent of Sub-Saharan Africa’s GDP, and employ 80 percent of its labor force, as per the African Development Bank. Young workers and entrepreneurs-in-training represent one-fifth of this sector (in certain Western African urban centers where data is available, see Nordman and Pasquier-Doumer 2012), and they usually enter the work force through informal apprenticeships. It is through traditional apprenticeships that they acquire, through first-hand experience, the skills they need to become self-employed or run a micro-enterprise. Due to its self-sufficiency and labor market share, the informal sector will absorb the vast majority of youth currently flooding into labor markets in SSA; as a result, informal apprenticeship will be among the most important providers of skills for youth. We study this institution from a micro-economic standpoint, focusing on how credit access and other factors influence the choice of contract type between master and apprenticeship. We adopt the framework of Velenchik (1995) and focus on training contracts that combine three components: apprentice fees, wage deductions during apprentice training, and post-training wage deductions. The optimal contract structure (the preferable combination of these components) depends on factors such as apprentice productivity; the credit constraints faced by either the firm or the trainee, or expected apprentice quit rates. We also borrow Velenchik’s concept of varying training specificity. It is standard practice in the apprenticeship literature to rely on Gary Becker’s distinction between specific and general training Becker (1970). Training that increases productivity in rival firms is considered general; a large strand of the apprenticeship literature explains why such general training exists, despite being incompatible with Becker’s competitive model of training (Katz and Ziderman 1990; Acemoglu 1997; Acemoglu and Pischke 1998; 1999; 2000; Autor 2001; Malcolmson, Maw, and McCormick 2003; Gersbach and Schmutzler 2012). Specific training, on the other hand, only increases worker productivity within the training firm, or, as in Frazer (2006), the productivity of an apprentice who starts their own business. Instead of this dichotomous approach, the Velenchik framework allows us to study contracts...
for entire spectrum of “training specificity”. We extend Velenchik’s formal framework to show which conditions favor contracts that rely on high down-payments versus those in which apprentices repay their costs of training during or after training. The credit constraints of both the firm and apprentice are given special attention. Insights from previous work are integrated to provide a more holistic picture of informal apprenticeship finances.

**Keywords:** apprenticeships, human capital, relational contracts, informal sector

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#60 (11:00-11:30)

Reform of vocational education and training system in Benin: An exploration of social anthropological field

Guy Sourou Nouatin
Esaïe Gandonou
Rubain Bankole

In 2005, Benin Republic has introduced reforms in the technical vocational education training (TVET) system through the Decree N°_2005-117 of March, 17th 2005. These reforms have created two vocational education and training (VET) programs: the dual apprenticeship by the ‘Certificat de Qualification Professionnel’ (CQP) and the upgrading informal apprenticeship by the ‘Certificat de Qualification au Métier’ (CQM). The introduction of these programs involves several actors: master craftsmen and their apprentices, craftsmen associations, government, parents of the apprentices, donors, and so on. In the implementation of these programs, the stakeholders act to obtain or to save interests. This paper aims to describe the interests of each category of actors involved in the VET system in Benin and to present the strategies used to reach them. To collect information, we used qualitative method through three techniques: direct and participatory observations; individual unstructured and semi structured interviews to talk with officials, training providers and donors; and narrative technique with craftsmen. Globally, 46 actors were interviewed, using purposive and snowball samplings. We analyzed information with "Actor-oriented perspective" by Long (2001) used by Muller Mirza and Perret-Clermont (2016) who assert that the actors are able to act and steer to their interests even in difficult circumstances. In the findings, we have noted that the graduation celebration is a big stake to all the actors involved. To the apprentices, the formal certificate is an important establishment. But the graduation celebration gives them a social legitimacy from the whole community contributed by parents,
relatives, advanced masters, friends and so on. In these circumstances, master craftsmen with their local associations steer their interests by gifts, money and goods, offered to them as a social recognition. However, this practice constitutes limits to other learners who wish to obtain their graduation. Hence, the reforms have suppressed the celebration and allowed learners to receive their certificates directly. From these reforms, the apprentices can get scholarships to receive specific training in the dual apprenticeship. The reforms have also created opportunities for craftsmen through trainings on capacity building, contracts for services, workshops/conferences, their involvement in committees for the legislation texts and policies, in which they earn competencies, knowledge and money. To donors, they act to help the state to renovate the VET system by new approaches and financial aids. (376 words)

**Keywords**: Vocational Education and Training, strategic actors and institutions, interests, legality and legitimacy, Benin
**Concurrent Session: Sociology of TVET**

Thursday, 12 September 2019

ROOM#02, 9:30 - 11:30

**PAPER ABSTRACTS**

#61 (09:30-10:00)

**Teacher’s perception of critical thinking: Beneficial or time consuming?**

*Sulochana Nepal*

This paper provides important concepts of critical thinking among students, starting from the classroom. It also provides an overview of teachers’ perceptions and practices of it while teaching. It also brings to the foreground the necessity of integrating it in the classroom by the teachers. Vocational education and training is taught to develop the skills of people and in this process of teaching, making them think critically should be the core of the education provided. We need to equip them to be self-reflective, think in an analytical way and make decisions. Abilities to analyze, evaluate and counter attack assumptions, make decisions and solve problems are significant critical thinking skills required by the students in the present context. This, in turn, will help create more critical thinkers and meet the demands of vocational and technical education by helping them meet the demands of the job market. Work environments require cognitive abilities, to become flexible and be more open-minded day by day. In this context, technical and vocational education should create a real work situation and help them learn and polish their critical thinking skills. This qualitative study was conducted under Paulo Freire’s Banking approach of Education with purposeful sampling technique as a methodology. Data was collected through in-depth interviews with teachers who have more than five years of experience in the academic field. The findings of the research provided insight that education though technical education and vocational training’s main purpose is to develop skills. Teachers still prefer relying on teacher centered method and are depriving students of the critical thinking skills which they are in need of. This practice has served as a barrier in creating better workforce.

**Keywords**: Perception on critical thinking, integration, better workforce, cognitive ability
Identity construction of female through TVET

Tara Paudel

Education, along with knowledge, skills, and competencies, is the basis of identity construction for females. And thus Technical Vocational Education and Training (TVET) plays an important role as it promotes skill, competence, confidence in females and empowers them, whereas empowerment is a major factor for identity shaping. The main purpose of this study is to explore the identity construction of female in the field of TVET. For that, I adopted narrative inquiry as research method for the analysis of the study. I have utilized Vygotsky’s self in cultural-historical activity theory as a theoretical perspective. I have purposively selected four female TVET graduates as participants. The study is focused on identifying stories of how females are able to build up their identity in TVET. The conclusion shows that females are facing problems in their day-to-day life, it is critical for them to stand on their own and construct their identity. In this regard, to support the identity of a female, the family has to be encouraged, influenced and persuaded about TVET skills. The females should be groomed in a suitable environment, provided skillful trainings, empowered and should not be overshadowed with negative thoughts and beliefs.

Keywords: Identity construction, TVET, narrative inquiry, encouraged, influenced and persuaded

Needed Innovative Practices among Public Private Partnership Stakeholders in Technical and Vocational Education for Enhancing Skill Training of the Underprivileged

Raymond Emmanuel
Ajunwa Joseph
Mohammed Aminu Mohammed

The study determines innovative practices in accessing and mobilizing resources for technical and vocational skill training of the underprivileged. Two research question and two null hypotheses guided the study. The study employs descriptive survey research design. Random Sampling was employed to select 30 respondents that consisted of 10 technical college (TC) administrators and 20 technical and vocational education private partners in Niger State, Nigeria. An 18-item structured questionnaire was the instrument used for data collection. Data collected was analyzed using mean
for research questions and t-test for hypotheses. Results revealed 10 innovative practices in improving access to technical and vocational skill training of the underprivileged and 8 innovative practices in mobilizing resources for technical and vocational skills training of the underprivileged. Finding innovative practices in improving access to technical and vocational skill training include: periodic mobile technical and vocational education (TVE) training to rural and remote populations, recognizing and awarding philanthropist in TVE with national honours as TVE ambassadors, establishment of TVE internet equipped advert centre where potential TVE work force (graduates) can be advertised to the world locally and internationally via the web. Innovative practices in mobilizing resources for technical and vocational skills training include: giving citizens the opportunity to reflect on the impact of TVE by adapting a publicity mechanism that provides update about activities and achievement of TVE, introduction of open-distance TVE training for the informal sector to be operated in short modular program format, introducing specific work competency skill training that is based on entrepreneurs demand and training cost indirectly funded through collection of levies from such enterprises. (262 words)

**Keywords**: Education, technical and vocational education, skill training, public private partnership, underprivileged

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**#64 (11:00-11:30)**

**TVET for labour migrants: Exposure to trade**

**Sunila Baniya**

In Nepal, every year over 500,000 youths enter the job market and seek for employment opportunity according to the skills they have acquired from formal or informal settings. However, the nature of employability depends on the linkage between the skills they have acquired and the market demand. The overarching problem of developing nations like Nepal is the mismatch between the job market and the skills acquired, dearth of job and entrepreneurial opportunities, absence of industries, as a result, many remain jobless and choose labor migration in different foreign countries as an alternative. The Department of Foreign Employment has issued 3,509,633 labor permits since the fiscal year 2008/09 and until 2016/17 for Gulf Cooperation Council Countries (GCC) and Malaysia, among which 74% were the unskilled workers. These migrant workers contributed 29% of country's GDP.
(2017) by sending remittance to their families. However, the amount of remittance sent is minimal compared to the number of migrant workers employed in the destination. Lack of skills and knowledge among the migrant workers is one of the key factors that attributed to lower earnings. In this context, the study on impact assessment of the skills training was conducted with the graduates who are at foreign employment. A telephone survey was conducted with 106 research respondents between September, 2016 and March, 2017. For the research, capability approach was used as theoretical tool in the study. The findings of the study showed that with a month long intensive technical and vocational training, the migrant workers enhanced their capability resulting trade exposure in the destination. They were placed at work in the trade that they have been trained at. With this, they gained the opportunity to upgrade themselves in the career ladder. Their wages at the time of signing the contract was higher by 20% on average.

*Keywords*: labor migration, TVET, Trade exposure


**Concurrent Session: Integrated Theme**  
Thursday, 12 September 2019  
ROOM#03, 9:30 - 11:30

**PAPER ABSTRACTS**

#65 (09:30-10:00)  
**Defense of the labor market by the ancestral owners of land: Indigenous landowners now excluded analysis of realities of Latin American exclusion**

_Eduardo Erazo Acosta_

The purpose of this research is to present the urgency of listening to indigenous epistemologies of Sumak Kawsay (in kichwa language: Sumak Kawsay – Buen vivir –Good Living) and also to accompany the care/defense of the biodiversity-rich indigenous territories of the Andean region. As a research question: How is the anthropocene affecting the indigenous territories and with it the threats of the epistemologies of the Sumak Kawsay/Good Living? This ethnographic research has been carried out in the last 7 years in Republics of Colombia and Ecuador, in Indigenous Regional Council of Cauca CRIC, and The Indigenous Confederation of Ecuador CONAIE. (Confederación de Nacionalidades Indígenas del Ecuador) Theoretical references: epistemology of indigenous communities, indigenous intellectuals. In the global south, especially in Africa, Southeast Asia and also in Latin America, in the Western Hemisphere, due to economic adjustment policies standing out in Latin America, exclusion is historically highlighted, despite the fact that indigenous communities are the ancestral owners of the territory. Hence, this historical and current study of the labor market is importance to understand the exclusion in the so-called modernity. Indigenous women, in particular, are the ones who struggle the most in the midst of feminicide practices. Governments and institutions have redefined their institutional practices to respect the labor market. The university must engage in education in favor of equity, human rights and interculturality. The social and indigenous movements educate / train people to defend rights and for greater competitiveness in the labor market, economic development and inclusive educational growth. Education in inclusion, respect and intercultural dialogue is urgent. Especially in our global south, to recover and strengthen the roots as heritage and thus enable tourism, economic growth, or alternatives to alternative economic
development/ development intercultural ancestral.

**Results:** It presents research results, where it was found in the last 7 years of research how indigenous young men and women must resist/struggle for first and foremost entry into the excluded labor market, mainly in large cities. In the second place, it is presented how the indigenous youth fight already occupying a job, for decent wages, in the middle of minimal or derisory wages, these are the defense of their human rights, labor rights, in the so-called modernity. The Sumak Kawsay is part of the alternatives to the development taken care of from the indigenous cosmovision the dimensions: cosmovision, solidarity economies, own right, own health, own education as alternatives with strong spiritual base of respect to the mother earth. The Sumak Kawsay as an epistemology of respect for life, is linked. The Rights of Nature already included in articles 70 to 74 of the Political Constitution of the Republic of Ecuador in 2008. In the midst of the great destruction by mining and resource extraction at a global level, indigenous communities are more affected because it is precisely in territories/species.

**Keywords:** ethnicity, urgent call, anthropocene, proper right

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#66 (10:00-10:30)

**STEAM pedagogy in TVET field**

*Binod Prasad Pant*

*Bal Chandra Luitel*

Teaching and learning approaches in educational sector has been noted as an important issue since many decades. There have been remarkable shifts in teaching and learning strategies for the last few decades. The pedagogical trajectory has moved ahead from the behaviorism to constructivism, and constructivism to critical, and beyond. The paper aims to explore how the STEAM (Science, Technology, Engineering, Arts and Mathematics) pedagogy in higher education of Nepal functions to promote meaningful pedagogical practices in Technical Vocational Education and Training (TVET) which by nature is multidisciplinary. It focuses on innovative and problem solving skills to prepare the workforce to be much more productive, effective and ethical in the present knowledge and skill based economy. The roles of TVET Education has been increasing day-by-day to develop skills-based human resources. The integration of arts and technology creates a rich learning environment inside and outside the educational institutions. The artistic perspectives in education and the use of latest technological tools enable TVET learners to be creative and imaginative.
to solve real-world problems. Moving ahead from the lecture and demonstration methods for presenting knowledge and skills in TVET field, the ideas of STEAM pedagogy is gaining popularity around the globe in the recent years. Since the debates become stronger towards the integration of two or many subjects in educational sector to give a holistic picture, the STEAM perspectives gave rise to the idea of creative and human-centric pedagogy with the use of technology. This is an argumentative paper which argues that necessity of STEAM perspective as an appropriate pedagogical approach in the TVET field. While doing so, the author brings evidences where STEAM has been incorporated in TVET Education, and its relevance in the Nepalese context by studying TVET institutions located in Kathmandu Valley. In doing so, five TVET instructors were interviewed to uncover their understanding on present pedagogy in their institutions. This paper invites TVET professionals to critically reflect on their practices and to think of the possibilities of incorporating STEAM pedagogy for classroom teaching and learning.

**Keywords:** STEM education, integrated learning, skills-based human resources

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**#67 (10:30-11:00)**

**The role of TVET to empower the youth of Nepal**

*Min Kumar Tamang*

This paper explores the role of TVET to enhance the professional carrier of the youth from Nepal. Technical education plays a vital role to transform and empower the youths with skills, knowledge and attitudes to enrich the youth’s professional career in the society. This paper also explores the situation of the education systems and unemployment problem of youths in the country. It is also acknowledges that one third population of Nepal is still battling with poverty and unemployment problems. This paper, hence, therefore focuses on the contribution of a revitalized technical and vocational education and training focuses on youth empowerment to develop their financial status and their professional carrier in the future. This paper moreover, explores the issues related with the technical and vocational education and training (TVET) in the national education curriculum of the country. Likewise, this paper explores the current youth’s problem of poverty and unemployment, on the one hand and on the other hand, practices of TVET and its effectiveness to empower them to involve in their future career. I have adopted the qualitative research approach in order to conduct this paper.
I have taken five participants who have been familiar with the role of TVET. I have used personal interview, which is a suitable method for me to explore the in-depth information to conduct this research.

Keywords: Professional carrier, poverty and unemployment, technical education, vocational education, youth empowerment

#68 (11:00-11:30)

TVET and stakeholders’ needs on LMIS in Nepal

Mahashram Sharma

Nepal faces a severe unemployment crisis. Unfortunately, technical and vocational education and skill development programs have not been able to deliver significant changes in the labor market. There is much more scope for engaging the private sector effectively in skill development leading to employment. In the present context, there is a gap between supply and demand side of TVET. In this backdrop, labor Market Information System (LMIS) can be a key tool to bring together both the demand and supply side stakeholders of Technical and Vocational Education and Training (TVET). LMIS can play a major role in providing critical information to different stakeholders for various purposes. LMIS aids the policy makers in identifying key gaps in the current labor market and developing solutions to bridge the skilled demand-supply gap. This paper, therefore, explores the needs and expectations of the stakeholders for establishing a well-functioning LMIS in Nepal. The study attempts to understand the views of the stakeholders on both demand and supply sides on the current use of LMIS, future designs and recommendations with an emphasis on the demand side i.e. employer side of the labor market. To achieve this goal the study used a mixed method approach with both primary and secondary information. Views on the use of LMIS and plan for further development were collected. Information on employees' views about LMIS, particular aspects of LMIS that are of interest to them, their plan to use LMIS, etc. were collected. The collected views together with present status of LMIS and other primary and secondary information were analysed. From the findings, an integrated portal that adequately captures information from both the demand and supply side is seen to be of the highest necessity. Evidence also shows huge challenges faced while sustaining various information management systems in the long run, as Nepal has already experienced with multiple information management systems that have not been
entirely successful. To address the current challenges, the major themes of recommendations focus on information dissemination, data management, demand of skilled labor, capacity building and partnership. From the findings it can be concluded that sustainability would be possible through greater ownership of the government and active engagement of the private sector. The findings also show the capacity gap in establishing strong information management systems within concerned organizations and thus it demands for establishing integrated portal for real-time employment related information. Moreover, information related to education and training providers, labor demand and supply, wages and earnings and informal sector are also some key components required to build a systemized LMIS in the context of Nepal.

**Keywords:** Technical and vocational education, stakeholders analysis, labor market, capacity building, sustainability, information management system
Skills gap assessment between TVET institutions and industries of Bangladesh: Perspectives from industrial experts

Md. Shahadat Hossain Khan
Thafimul Islam

Adequate skills are required in preparing TVET graduates to fit in today’s workplace. Previous literature showed that there is skill-mismatched and skills gap in many countries in the world (Jayaram, Munge, Adamson, Sorrell, & Jain, 2017) However, a little research has been conducted in Bangladesh to identify skills gap between the requirements of industries and the skills provided by TVET institutions. In order to fill this void, the aim of this study is to investigate the existing gap between the skills provided by TVET institutions and skills demanded by industries and to identify the existing linkage between industries and TVET institutions in Bangladesh. Three research questions were addressed, in relation to the purpose of the study. (i) What are the existing gaps between the skills required by industries and the skills provided by TVET institutions? (ii) What is the overall relationship that industries maintain with TVET institutions of Bangladesh? (iii) What are the skills that will be required from newly recruited TVET graduates by industries? In order to find out the solution of these research questions, a questionnaire was constructed following existing literature and considering experts feedback on it. 103 industrial experts were selected purposively from 12 industries of Bangladesh who responded to the questionnaire. After analyzing data, this study revealed that there is a clear gap of skills between the skills requirement of industries and skills provided by TVET institutions in Bangladesh. This study identified the missing skills among TVET graduates and showed the relationship between industries and TVET institutions. This study further identified three skills sets such as crucial, urgent and reasonable skills set that are required in industries for future employment. The findings of this study could play a crucial role by informing TVET institutions to minimize the skill gaps and to update their curriculum. Moreover, the policy makers and curriculum developers could get
empirical evidence about current requirements of industries, skill gaps among industries and TVET institutions that can facilitate the formulation of new policies and upgradation of existing curriculum to fit the future graduates into the workplace.

**Keywords**: Skills gap, TVET sectors, industrial requirements

### #70 (10:00-10:30)

**Applying migrants’ local knowledge and skills of origin community in new contexts**

*Lal Bahadur Pun*

Migration has become a global phenomenon today. It is swiftly fostering across the globe. Both international and internal migrations are increasing everywhere. Nepal cannot be an exception from this. Basically, people usually look for spaces to use their knowledge and skills. The only migration can provide such opportunities of using the knowledge and skills of the old communities. Besides this, according to IOM (2015), more than 1500 youths of Nepal are leaving the country everyday for the purpose of better earning. Many migrants have left the country for temporary work, and some of them have departed for permanent living. By no means, almost all migrants have left the country to make their living better. Along with migration, people carry forward their knowledge and skills, which become pathfinders in the new home communities. Similarly, internal migration is also alarming in Nepal because not only today huge numbers of people from the mountain and hilly regions have been leaving their origin communities towards municipality centers, district headquarters, towns, cities and Tarai (plain areas) but also people go to big cities or towns from small ones, where they have spaces of using their knowledge and skills for their meaningful living.

Before the departure from the origin community, migrants had possessed the local knowledge and skills, which were suitable in their context. These knowledge and skills have enriched them for better living. On the contrary, along with the movement of migrants from the origin community, migrants have brought out their local knowledge and skills with them. To some extent, they have used the local knowledge and skills to adapt in the new community. Particularly, these knowledge and skills were their assets to make their life smooth. In this respect, I have regimented ‘social capital theory’ (Coleman, 1988; Putnam, 2000), which deals with intangible assets or ‘enigmatic abilities’ (Bourdieu, 1986) to produce tangible outcome. Thus, there is a need to discover the appropriateness...
of migrants’ local knowledge and skills of the origin community, which were useful to adapt in the receiving community. For this, I have employed conversational interviews and discussions to inscribe the stories of migrants within the frame of ethnographic approach under qualitative paradigm. In this respect, I have attempted to knit the stories of three migrants from Bharse Village in Gulmi District in Province No. 5, who have been living in Lalitpur of Province No. 3, Nepal. In this regard, I have attempted to explore the application of migrants’ previous knowledge and skills in the new community, which were promulgated in the old community. Thus, applying the knowledge and skill has been associated with work, education and training within a realm of the Technical and Vocational Education and Training (TVET).

**Keywords:** Migrants, knowledge, skills, stories, origin

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**#71 (10:30-11:00)**

**Women participation in non-traditional occupations: A case study**

*Pashupati Joshi*

This qualitative case study research was conducted to investigate the challenges of women in non-traditional occupations in the Nepalese context. Seven participants including two stakeholders (employer and parents) from four nontraditional occupations, namely electrical, motorcycle mechanics (automobile), light vehicle driving and mechanical lathe operator were selected from Kathmandu valley. The data were collected using interviews and focus group discussions. The findings revealed that involvement of Nepalese women in non-traditional occupations are very nominal. It is due to the conventional thinking towards women that they should do only the household chores. Non-traditional occupations for Nepalese women have not been women-friendly; however, they can perform non-traditional occupations if they do not feel inferior to male and avoid hesitation to work in these professions. The biggest challenge for women in these professions is the societal disbelief on the women’s work. People and the society treat them with suspicion. Leg pulling and backbiting nature of people towards women in this profession are also serious problems for them. Nevertheless, the female participants have got support from their family and organizations. Moreover, they have played significant roles from the beginning to date to inspire them to continue their work. This paper is expected to be helpful for policy makers to address the explored challenges women face in such occupations, to make these occupations women-friendly.
and create more opportunities for women. The implication of this paper also inspires scholars and researchers to come up with new studies on this issue as there is lack of sufficient research in this field.

**Keywords**: Non-traditional training, gender equality, women’s perception

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**#72 (11:00-11:30)**  
**Skill formation regimes in Nepal: Two steps forward, one step back**  
**Sohan Prasad Sha**

The emerging official discourse around ‘Technical Education and Vocational Training (TEVT)’ skill development in contemporary Nepal locates in four policy priorities that can be categorized as 4 E’s: expansion, equity, excellence and employability. This article aims to provide a critical appraisal of skill formation regimes in Nepal using insights of the field work from three districts (Jhapa, Dhanusha and Parasi) in school-based TVET implemented by Ministry of Education from 2070 V.S. onwards, as a pilot project in five subject streams (animal and plant science, computer, civil and electrical engineering). This article tries to explore how Nepal’s skill formation regimes consistently contested often on the basis of information asymmetry between policy makers and the situation on the ground. It not only adversely affects to provide a predictable routinized mechanism of TVET policies/laws but also reverses the evolving pluralistic mode of skill formation regimes towards a monolithic mode of institutional arrangement. The article tries to undertake social constructivist approach, or to keep an arm’s length with an essentialist approach. It triesto problematize the national differences of skill formations juxtaposing Nepal’s case from social sciences interdisciplinary perspectives: for instance, varieties of capitalism (VOC), innovation studies and human capital theory (HCT). Such perspectives reveal new debates and discourses. Moreover, the paper argues that the policy makers at times turn to take essentialist approach to TVET as ‘one-size-fits-all’ uniform; integrated and centralized form of governance that fails to assess the objective reality of the skill formation regime in Nepal to achieve the optimum balance of the four E’s.

**Keywords**: Skill formation Regimes, school-based TVET, innovation, varieties of capitalism, human capital
International TVET project partnerships: A case study of staff engagement

Ryan Gifford

International project collaborations are an efficient and effective way for countries to refine TVET capabilities and to learn from other countries already running successful skills-based education systems. Direct partnerships can increase global relevance by exposure to, training in, and adherence to international standards (Asian Development Bank, 2018). There is an extensive body of literature in Australia (Dempsey, 2011; DEST, 2005; NCEVR, 2009; NQC, 2011) describing the best practices and processes in regards to configuring capacity and curriculum objectives; but what about the project staff employed to deliver these? ‘Engaged’ project staff are productive and ensure deliverable achievement while ‘disaffected’ staff are counter-productive and can cause severe disruption if not outright failure of the objectives and deliverables so painstakingly created by the policy makers and process developers. It is in the project stakeholders’ best interest to advertise, interview, hire and deploy project workers who will be engaged in the achievement of project goals; however, the real moment of engagement or disaffection happens in-situ. So how can international TVET collaborators best ensure project staff are positively engaged and disaffection minimised once they are actually in place? While there is significant research conducted on staffing selection for international projects involving Multinational corporations (Ashamalla, 1998; Crowne, 2009; Eskerod & Jepsen, 2005), private project providers (Chew, 2004; Kealey, 2005) and Higher Education institutions (Hong Yang, 2012), the same research for TVET staffing from public providers of Vocational Education is only just emerging. Research for this paper was conducted through interpretive qualitative case-study of an 8-year TVET collaboration between an Australian public TVET institute and a small, emerging Middle East donor. The overarching theoretical approach utilised D. Smiths “Ruling Relations” and “boss texts”. These concepts in action were set against Foucault’s
concept of place, a ‘heretopia’ of the temporary organisation that is an international project work-space. By examining semi-structured interviews, document analysis and participant-researcher field notes, instances of staff engagement/disaffection were noted, analysed and categorised into findings for discussion. These findings included such aspects as length of contract, contextual work expectations, incongruence of goals in a multi-stakeholder environment, and influence of intrinsic motivation on external objectives. Considering these findings, the discussion allows for insight into key areas on how to best manage staff in the field to help produce engagement, increase work-related positivity and ultimately achieve stated project aims.

**Keywords:** international TVET projects, offshore staff engagement, maximize deliverables

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**#74 (10:00-10:30)**

**Governing TVET in federal Nepal: Centralized or decentralized management?**

*Thakur Prasad Bhatta*

With the increasing recognition of the need for skilled human resources in developing countries, role of technical and vocational education and training (TVET) has been an important part of the education system. Further, the shift from vocational schooling as academic course to the specialized skills training focused on employment has established TVET as an important educational program. The reasons behind it are multiple-curbing youth unemployment, augmenting economic growth, reducing poverty and developing human capital. In spite of such wide ranges of benefits attributed to TVET, challenges exist in designing, planning and implementing it in developing countries causing gap in the graduates’ skills and economy’s needs. Such context has raised the issue of governing TVET among educationist, policy makers and all stakeholders to achieve its intended goals. Hence this paper aims to explore the governing issues of TVET in the context of federal structures of Nepal. Methodologically this paper is based on qualitative tradition of research. Particularly, it is a qualitative policy review. Data were extracted using mainly two qualitative methods – document review and in-depth interviews. Documents, particularly related to policies and relevant literature on both theoretical and empirical findings, were reviewed. The in-depth interviews were taken with the professionals involved in the TVET field for years. Theories of decentralization and Lukes’ power theory largely inform the discussions.
made in this paper. This paper explores that the process of governing TVET in Nepal has remained highly centralized in spite of rhetoric of decentralization as the main agenda of governing development over the decades. Arguably, there is reluctant tendency in devolving TVET as per the new structure of federal governance. Instead, conflicts among three levels of governments, federal, provincial and local, are emerging in case of TVET similar to other development sectors. Further, there have been changes in political and administrative fronts as well as in the social and economic dimensions of Nepal during the times of rapid expansion of globalization and advancement of technology. In view of such context, for sustainable operation and management of TVET, this paper argues that it requires balance between the multilevel governance with collaboration as envisaged by the new constitution. Finally, this paper suggests further research in establishing new institutional set-up to pursue TVET governance, in the context that it has changed both constitutionally and socio-economically.

**Keywords:** TVET governance; decentralization; qualitative research; federal Nepal; institutional set-up

#75 (10:30-11:00)
**TVET skill mapping strategy in Nepal: Linkages between skill development and employment**

**Pramod Bahadur Shrestha**

The sustainability, quality assurance, relevancy and integration of Technical and Vocational Education and Training (TVET) is often complex, relying on a variety of arrangements. There are two major problems related to skills development in the TVET sector in Nepal. First, it is the limited quality of those who have TVET qualifications, and hence employability. The second problem that employers are known to complain about is the mismatch between the skills that are currently available in the TVET educated or trained labor force and the type of skills that are actually in demand from employers. This supply-demand mismatch and the quality problems will have to be addressed in the coming years simultaneously with a very sharp quantitative expansion in the TVET sector in Nepal. It is in this context that the TVET skill mapping strategy/architecture will come into focus.

In Nepal, SMS should be used as tools for reform as well as for communication to share a common vision around quality, relevance, equity, mobility, transitions and recognition of all forms
of learning in the TVET Sector. The cornerstone of the SMS will be the close partnerships and collaborations with the industry or potential employers at all stages starting from identification of courses, content development, training and provision of resource persons, assessment, accreditation, certification and placement. In other words, a dynamic and integrated TVET system will facilitate the development of a workforce that can be re-engineered at any juncture to meet the evolving economic realities.

The main objective of the “Skill Mapping Strategy” in Nepal is to meet the challenges of skilling at different scales with speed and standard (quality). It aims to provide an umbrella architecture in the TVET sector to all skilling activities that are being carried out within the country and to align them to a common standard and link the skilling being undertaken with the demand centers. In addition to laying down the objectives and expected outcomes, the effort would also be to identify the various institutional frameworks, which can act as a vehicle to reach the expected outcomes. The national policy on skill development should also provide clarity and coherence on how skill development efforts across the country can be aligned within institutional arrangements. This policy will link skill development to improved employability and productivity of the work force. ‘TVET, employment and sustainable development dividend’—these words struck me in the many diverging commentaries and discussions related to skills development and economic development during my TVET consultancy assignments in Nepal, Cambodia, Sri Lanka and the Philippines. I believe that they also express in a perfect way the ambivalence of the impact of skills and technology and employment in our everyday life, which is also one of the most important studies in the philosophy, development and roles and impact of skill, knowledge and technology in the TVET sector. My paper is based on my experiential learnings during my assignments in TVET projects in the national and international context.

**Keywords:** TVET; skill mapping strategy; skill development; employment; Nepal
Aspiration of Local TVET System of Gaidakot

Suraj Dawadi
Anil Muni Bajracharya
Dil Chandra Pandey

The Constitution of the Federal Democratic Republic of Nepal has clearly demarked the rights and responsibilities of federal, provincial and local levels of governments. Abiding by the new constitution, local governments will have unprecedented responsibility over various sectors including education. Thus, federalism undoubtedly will have a huge impact on TVET and will require almost complete restructuring of TVET governance. The ramifications of federalism on TVET systems is yet to be studied and understood in Nepal. Given this context, this study tries to find out the gap between what proper TVET systems should ideally inculcate and what the existent ground reality is. This paper explores the readiness of local governments towards implementing TVET systems as envisaged by the constitution of Nepal. For this purpose, the municipality of Gaidakot was considered as a research area. Officials at Gaidakot municipality have a great deal of confusion regarding TVET. Yet, despite this confusion, they have great willingness for implementing TVET. Among the key principles required for strong TVET systems, Gaidakot's system of TVET governance is at its infancy. But, due to the availability of adequate industries in the vicinity, it is ideally placed to establish a proper linkage between TVET and labor market. Despite this potential to link TVET with industry, it was found that there is lack of readiness to implement TVET. A properly conceived mechanism was found to be inexistent. It was also found that municipality officials were not proactive to develop governance mechanisms concerning TVET and were instead waiting for anything that trickled down from the federal government. This paper concludes despite the lack of TVET structures and human resources required for TVET, the local representatives and government officials have a strong commitment to implement TVET in Gaidakot. Local officials also believe that TVET will be a great means to generate local youth employment.

Keywords: Governance, Readiness, Constitution, Local government
Concurrent Session: Integrated Theme
Thursday, 12 September 2019
ROOM#06, 9:30 - 11:30

PAPER ABSTRACTS

#77 (09:30-10:00)
Foreign employment and livelihood: A case of foreign migrant workers

Ramesh Pathak

Contribution of foreign employment is very significant in the context of Nepal. However, the country has not met its development goal in livelihood sector as per her expectation. Importantly, remittance has increased the investments in child education, infrastructural development and other non-productive fields, which can be explored through an understanding of the contribution in the livelihood strategy involved of the foreign employed migrants. This study explores how remittance from the ex-foreign employed people and their senior family members is perceived to contribute to their children’s education. Furthermore, the foreign employment is not able to gain quality development. The success of the foreign employment depends upon the investment in child education of the family involved and their motivation in bringing and establishing quality education in the family.

Therefore, in this case study, I have depicted the whole scenario of the family connecting with the issue of human capital under which child education investment is highly significant in building up human capital strong and capable to choose livelihood options. Hence, at the centre, the families in Galyang Municipality of Syangja are placed as being the representation and governing force of the foreign employment, although I have selected other aspects to amplify and analyze the issue I have selected. I have done my case study basing qualitative methods and I have used the interview methods and field visit to bring in depth study. Eventually, I found from my study and analysis of the family members that the attitude towards foreign employment is negative that has resulted to disintegration in the family despite having some positive aspects.

Keywords: Foreign employment, livelihood, child education, human capital, migrant family.
Digital leadership in TEVT sector: Addressing pedagogical change and work place skill needs using ICT

Shesha Kanta Pangeni

Information Communication Technology (ICT) has been considered the changing agent for innovation, quality education and culture of work in the digital world. The change in pedagogy and the working culture demands technological competencies of the people involved in it. Leaders are the key players in managing and adopting the change in TVET organizations, inculcating the digital leadership skills. However, study about the influence of the ICT in Technical Education and Vocational Training (TEVT) sector in Nepal has been a less focused on agenda. This paper presents reviews of the trends in ICT used in TVET sector and assesses the readiness of leaders for innovation and pedagogical change from the perspectives of digital leadership. Reviews of the organizational documents, publications and interviews with leaders involved in TVET sector are the source of data for the paper. Qualitatively analyzed and interpreted data from different sources present alarming results showing that the leaders lack ICT competence and that they are reluctance to change their role to adopt to ICT based pedagogical approaches and techno-friendly working culture in TVET organizations. Although Dakar Framework of Action recognizes that the role of TVET sector is critical in preparing people for employment, alleviating poverty and ensuring decent livelihoods, this paper presents the claim that TVET sector in Nepal has a long way to meet the need of upcoming digital society. As of 2017, Nepal is below the third level in ICT development index (in the level of Zero – Ten) presented by UNESCO. Likewise, below ten percent of technical schools in Nepal have internet connection. Finally, this paper highlights the importance of ICT for access, pedagogical innovation and relevance of teaching and learning experiences to meet the changing skill needs of a workplace in the digital society. Implications are drawn to promote digital leadership in TVET sector as an attempt to pedagogical change and ICT friendly working culture.

Keywords: ICT in TVET, pedagogical change, digital leadership, work place skill needs, digital society
This paper summarizes the results of a survey to assess the gap between the demands of industry sector human resource and TVET in Bangladesh. The survey was conducted jointly by the Directorate of Technical Education (DTE) of Ministry of Education of Bangladesh, Bangladesh Technical Education Board (BTEB) and IC Net Limited, an international development consultant firm of Japan. The study is based on a survey of 322 manufacturing companies from both Dhaka and Chittagong in Bangladesh, carried out between 12 January and 11 February 2016. The results of the survey show that among the surveyed firms, 87.5% were aware of the training provided by TVET institutes, and the level of satisfaction with graduates was 3.68 on a five-point scale. However, respondents who refer to employment opportunities for their office and factory from TVET institutions were of a much smaller proportion, compared with other sources such as website, word of mouth, or recommendation of current personnel (3.5%, 3.3% respectively) of the sample, with a mean level of satisfaction of 2.77 on a four-point scale. Furthermore, we found a disparity between the demand for TVET graduates and their competencies. These competencies include technical skills and knowledge, practical experience targeted by TVET institutions in Bangladesh, and fundamental competencies for employees such as communication skills, the ability to work in a team, and motivation for work. In the labour market of the industrial sector, the demand for both machine operators (30.9%) and manufacturing workers (35.2%) was much higher than that of other types of workers because employees quit their job frequently, leading to a high degree of employee turnover. On the other hand, it is difficult for firms to find employees locally for management positions such as high- and mid-level managers. Of the firms interviewed, 32.8% of the firms hire foreign workers who serve mainly as high- or mid-level managers (58.2% and 26.9%, respectively). In addition, 66.3% of firms had either a training plan or budget, and 54.3% were interested in starting a training program. To address the disparity between the demand for industrial human resources and TVET institutions in Bangladesh, the survey team recommended: First, the course curriculum and quality of teaching at TVET institutions should be developed by setting targets for job categories.
Second, TVET institutions should develop Project Based Learning (PBL) programs, internships, or joint venture (JV) programs with industry. Third, Business-to-Business (B2B) support could be a useful strategy to fill firms’ demand on human resources beyond the limited resources of TVET institutions, as firms need to have internal or external training to develop their workers and fulfill their own human resource needs.

**Keywords:** Industry sector, human resource, job market, TVET education

#80 (11:00-11:30)

**Integration of ICTs in open and distance learning as an opportunity: Teachers’ perspectives**

*Anila Jha*

Since long ago, education becomes the essential element in every human being. However, technology has plays crucial role in every individual to the society as a whole. So, there is no doubt as Information communication and Technology (ICT) has major component in current educational surroundings. In addition to, recent society comes to global age with social dimension with information revolution. Besides 21st century also demand the integration of ICT in teaching learning practices. Furthermore, the use of ICTs in distance education has the potential to enrich Open and distance Leaning (ODL) mode of instruction. Moreover, ODL means the delivery of useful learning opportunities at convenient place and time for learners. Specifically, I have discuss an opportunity like to enabling professional development while integrating ICT tools in the open and distance learning of instructional practices. I have conducted in-depth with six purposively selected teacher research participants from higher education institutes. Those, who were rigorously involved in the ODL mode of instruction. Education can produce benefits to the individual, organizations and the society as a whole. Moreover, technologies are being used in education system to strengthening career development in their professionalism. That can be taken as an encouraging component for them to seek alternatives to formal education system. As a result, online distance mode of education has become popular in most of the countries today. In the context of Nepal, unlike other developed countries where ODL has been in effect for decades, open and distance learning has recently been commenced.

Higher education today is provided basically through three modes: a) face
to face, b) distance/online and c) blended Learning. My research mainly focused on ODL mode of higher education institutes I have generated the themes for research using in-depth interview, observation, as methods under qualitative research paradigm. In addition, I also reviewed some relevant literature to illuminate the major opportunities of ODL in terms of professional development teacher in the context of Nepal.

Keywords: ICT, ODL, professional development and higher education
Concurrent Session: Governance and Power Sharing
Thursday, 12 September 2019

PAPER ABSTRACTS

#81 (09:30-10:00)

TVET in the community school of Nepal: Opportunities and challenge

Prem Singh Shingtan

The need for Technical and Vocational Education that provides the necessary knowledge and skills for employment is urgent in a developing country like Nepal, where 11.4% people of working age group are unemployed, and 28.6% of population is multidimensionally poor. There are total of 29035 community schools in Nepal. As part of rolling out the government policy and program, the Ministry of Education introduced Occupations, Business and Technology Education as a compulsory school subject from grades 6-8 in basic schools for more than 5 years. However, different studies and stakeholders have been raising questions about the quality of teaching and learning. So, this study explores the challenges and opportunities of technical and vocational education in the community schools. The data was gathered from 120 students, teachers, school principals and School Management Committees (SMC) of eight (four basic and four secondary) community schools in Dhading, Nepal. The focus group and semi-structured interview schedule was developed and used to collect information from respondents. And a theory (perspectives) of vocational pedagogy was considered and applied to analyze collected information, discuss findings and draw conclusions. Out of wide range, this study has found that the students and teachers including school principals have been facing different challenges like: a) lack of technical capacity among teachers, b) limits and constraints of resources, c) no/limited materials and lab to practice on by students, d) no school-based apprenticeships and traineeships for students and e) traditional assessment system. Furthermore, these challenges were found strongly connected with limited understanding and motivation on the goal of vocational education and training among teachers, school leaders and students. The potential opportunities that the study has found include: a) generating and mobilizing local resources, b) improving quality of learning and c) education for economic participation. To a broader extent, vocational education and training also
contributes to educate for self-government.

**Keywords**: Technical and vocational education, students and teachers, quality in learning, challenges and opportunities, teacher capacity

#82 (10:00-10:30)

**Neo liberal economic policy and the issues of TVET education in Nepal**

**Shobha Prasai**

Formally initiated seven decades ago, the technical and vocational education and training system in Nepal was supposed to grow exponentially and make a significant contribution to the Nepali society. Despite the rhetoric of priority, TVET in community schools have been facing serious problems, which this paper demonstrates, and these can be largely attributed to neoliberal educational policies adopted and practiced since 1990. The methodology of this paper is based on argumentative writing that uses secondary data for both the purpose of argument and counter argument. The secondary data will mostly be based on educational policies of the Government of Nepal, different policy papers and various national and international journal articles etc. This paper argues that the principal reason for the deterioration of TVET educations has to do with growing inequality and low level of investment in TVET education—both of which, in turn, are attributable to neoliberal economic policies. This paper further argues that problems commonly observed in TVET schools such as less motivated teachers, unaffordability for the targeted population, urban concentration of TVET schools arise mainly from neo-liberal economic and educational policies and practices.

**Keywords**: School, education, TVET, investment, economic class, neo liberalism

#83 (10:30-11:00)

**Revitalizing Jiri Technical School in a dramatically changed context: Governance, management and employability**

**Agni Prasad Kafle**  
**Hansruedi R Pfeiffer**

Over the past two to three decades, Nepal has changed dramatically in terms of politics and political systems, demography, economic practices and policies. These changes have made impacts on the technical education and vocational (TVET) system. Such
changes in the broader environment – and several other developments in the TVET sector more specifically - require continuous re-positioning and re-strategizing of a vocational training institution such as the Jiri Technical School (JTS). Looking beyond JTS’ main strategic challenges, this paper also provides a succinct qualitative performance assessment of JTS as an institution. Both the strategic challenges and the institutional assessment have relevance for the TVET system for two main reasons. Firstly, JTS is but one representative of several Technical Schools operational under the TVET system. And secondly, we are using recognised operative practices of well or high performing (training) institutions as a “benchmark” in our institutional assessment. A qualitative methodology has been used for this study such as environmental scanning, review of training programs, in-depth interviewing with students, teachers, headmasters, school board members and consultative meetings with concerned officials. Our “environmental scan” and the institutional assessment (of JTS) lead us to argue, firstly, that the employability of graduates requires much more attention for the practical content of the trainings provided in JTS (and Technical Schools), both in the institution(s) and under the “on-the-job training” and “apprenticeship” modalities. Added attention and interventions are also needed to prepare students for self-employment and entrepreneurship. Secondly, the revitalization of governance and management systems and practices are paramount to the much-needed improvement of the institution(s)’ strategic steering processes and operative practices, not least for the improvement of the employability of the JTS (and Technical School) graduates. School Boards TVET authorities need to consider emerging federalization opportunities and the need for professionalization in technical school operation and sustainable quality training that lead to employability of students.

**Keywords:** TVET; Jiri Technical School; governance; management; Employability
Anticipating the crucial role of TVET stakeholders (government agencies, private sectors, TVET experts and perspective students) for a success of the program, they are regularly consulted. This paper presents the experience of students, the key stakeholder of the program and shows how they have been important contributor for MTVET program. For this, a survey was conducted two times (in the end of first semester and second semester) with MTVET students formulating both close ended and open ended questions. Students expressed that they have been gradually enhancing the leadership, pedagogical and research skill after joining the program. Nevertheless, apart from their academic achievement, they explicitly shared their concern on their expectation and contribution of the program. The survey helped to understand how students, as the key stakeholder of the program, perceive the program and provided the feedback for academic planning.

**Keywords:** MTVET, TVET stakeholders, academic achievement
#85 (05:00-15:30)

Employer’s engagement on employability of TVET graduates in Nepal: Rhetoric and reality

Amrita Sharma

The linkage between education and employment is often proposed as a crucial element to meet the objective of TVET education. However, it is hardly reflected in practice. For example, employers are mostly engaged at present to absorb skill-based human resources after the course completion. Curriculum and pedagogy of TVET education remain far from the reach of the employers. In many occasions, the minimum participation and engagement of the employers for the course selection, design and curriculum become inaccessible for the TVET educators. However, TVET education without the practical hands on training hardly contributes to the labor market in the context of this rapidly changing technological era. Additionally, the trainers/facilitators themselves are not trained to meet the precisions required by the industries. In the context, a qualitative study was employed to understand the values of graduates in the workplace and their expectations from the employers. Single case study research design was adopted. Five employers were interviewed in-depth to understand their perspectives and understandings about the importance of their engagement in the process of teaching and learning of the TVET program. The findings reveal that career counseling and apprenticeships are very pertinent to enhance the employability of TVET graduates. The dimensions can be achieved through the meaningful engagements of the TVET schools with employers from the beginning of the course to the end.

Keywords: Employability, engagements, career preparation, apprenticeships
Use of technology to improve TVET in middle-school science classroom

Roshani Rajbanshi

Use of technology is done to explore, discover, and learn concepts in the classrooms. Technology provides opportunities to teach in an interactive way. The problem in education is that classrooms are filled with technological equipment and the teaching/learning is still traditional (didactic) in nature, which is use of technology in low-level that does not incorporate students’ involvement in problem-solving skills, improving 21st century skills, and higher-order thinking. The purpose of this study is to identify use of technology for high-level technology use to improve technical and vocational skills. This study was conducted in public schools of southern New Mexico. The sources of data for this study are interviews, classroom observations and journal reflections. Experiential learning is the lens, the theoretical framework that guided this phenomenological study. Technology integration in curriculum as a learning tool is important to make learning happen. Learning is not only gathering information using technology; learning happens when students learn by doing and gain experience. The findings of this study indicate that the use of technology for formal teaching and learning helped teacher to deliver instruction, to let students do research and project, to engage students in learning, communicate and collaborate, to provide feedback as well as to individualize instruction. The study found that participants used technology to develop critical thinking skills, reasoning skills, presentation skills, problem solving skills in the students that helped improve technical and vocational skills, which is high-level technology use. In conclusion, by providing access, knowledge, and use, the aim of technology, as in other educational domains is to teach for high-level technology use to enhance technical and vocational skills.

Keywords: technology, technical skills, vocational skills
Concurrent Session B: Work, Education, and Training
Thursday, 12 September 2019

ROOM#02, 9:30 - 11:30

PAPER ABSTRACTS

#87 (05:00-15:30)

Nursing students’ perspective on their profession: A quantitative study

Khagendra Adhikari

The nursing profession is one of the major choices of female students who receive the School Leaving Certificate (SLC) or pass the Secondary Education Examination (SEE). The recent data shows that the nursing profession is one of the most sought out for and attractive professions in the field of medicine and healthcare. In this background, bringing several indicators of professional value, this study tries to understand and explore the scholarship and fee paying through the perspectives of nursing students’ in their profession, studying in the colleges affiliated to CTEVT. In this paper, professionalism is defined as an ability to perform the task professionally, in the background of professional values. The values denote individual beliefs and attitude, where in most of the cases it is associated with experiences, education, family background and physical environments. Moreover, key values such as caring, trust, justice and activism remain significant. It even includes personal principles or standards of behavior that come from critical thinking, honesty, generosity and helpfulness. The study adopts quantitative methodology and the survey methods to collect the data from the respondents. The data for this study were collected by using structured questionnaire through survey. A well-structured questionnaire was developed to collect the data. The questionnaires contain mostly close-ended questions that made it easier and less time consuming in response. The study focuses on CTEVT affiliated nursing colleges inside the Kathmandu valley. It is because most of the nursing colleges are located in this study area. The population of this research was 1249 and sample for this study were 303 from the nursing colleges. The data were analyzed using SPSS (version 13). The study reveals that the majority of the students have positive attitudes towards the values of nursing profession and no differences between the scholarship and fee paying nursing students by the dimension of nursing professional values. This signifies that the scholarship does not have influential effect on their professional values. Only the scholarship holders visit library and
read related articles more frequently than the fee-paying students and there is a positive relationship between marks obtained in their study and the attitude towards their professional values.

**Keywords**: CTEVT, nursing, professionalism, fee paying, scholarship

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#88 (15:30-16:00)

**Youth attraction toward TVET: A study of Nawalpur**

**Bikash Ghaju**  
**Chandra Prasad Timsina**  
**Dipika Sharma**  
**Devendra KC**

The purpose of this paper is to explore the youth attraction towards TVET; what are the factors that could attract youths towards TVET. This paper argues that there is no proper public awareness and career counseling about scope and opportunities in TVET sector. Despite the willingness of youth in TVET, they are not sure of employability. Employing mixed research approach, the paper finds: TVET plays important role for skills and employability. Among TVET involved youths, 32% were average hopeful and 42% were below average hopeful for employability. Likewise, a number of youths are out of TVET programs because 35% youth were not aware of TVET programs among 23 Non-TVET youth, moreover, 26% youth said that TVET institutions were not accessible and expensive too. For this, data was collected employing survey questionnaire, semi-structured interview schedule from the youth of Gaidakot municipality, ward no. 5, Nawalpur district, Nepal. With reference to career development theory of Frank Parson, it is understood that choice of course and/or career depends upon skills, values, interest and personality. There is no doubt that TVET programs are for skills and employability, for that, youth could be attracted towards TVET especially through proper public awareness and career counseling, scholarship provisions, and job certainty.

**Keywords**: Willingness, Attraction, Awareness, Employability
Concurrent Session C: Inclusion in TVET
Thursday, 12 September 2019

ROOM#03, 9:30 - 11:30

PAPER ABSTRACTS

#89 (05:00-15:30)

Learning and earning: Youth in the city

Suresh Gautam

The paper explores the ways of learning and earning of urban youth who migrated from villages to the city like Kathmandu. Youth, active population, of Nepal mostly migrated to the cities for various purposes and they enhance skills to survive and maintain quality of life in the city. In this assumption, the paper argues that youth migration to the city creates possibilities for learning skills of youth which they use for earning money and adjusting their life in the city. Employing critical event-based narrative inquiry of the migrants, the paper concludes that youth in Kathmandu learn skills as per their expectation of the income. Telling selected four urban youth who migrated from different parts of the country and learned skills and maintain their quality of life in Kathmandu. Major insight I draw from the research: a. youth identified need for skills in the market place and they grow such skills for earning money and b. youth agency motivates them to fit in the urbanism.

Youth Mobility from Rural to Urban explores the opportunities at the one hand for the benefits of the global market thereby learning skills and earning money.

Keywords: Skills, learning, earning and youth

#90 (15:30-16:00)

STEM and gender differences in tertiary vocational education: The case of Chile

Miski Peralta

Context & Theoretical approach: The differential access by gender to study programs of the STEM area is a worldwide reality. In the Chilean case, the evidence shows important differences in the choice of technical study programs in secondary as well as in tertiary education. However, so far there has been no specific research on tertiary level Technical Vocational Education and Training (TVET). The objective of the present study is to...
analyse the factors that affect the completion of a tertiary level technical study program using the Chilean National Survey of Socioeconomic Characterization. The hypotheses are as follows: First, there is a greater concentration of women in non-STEM areas in relation to STEM areas. Second, women from younger age groups have greater participation in STEM areas than older women. Third, the education of parents determines the educational level attained.

**Research methodology**: The research is exploratory of the quantitative kind and uses secondary data. For the sample selection, the highest level of education reached by the individuals and their age were taken as the main criteria. In this sense, those individuals whose highest level of education was Complete Higher Technical Education (level 5b, CINE classifier), and aged between 20 and 59 years old were selected. The dependent variable selected in this research corresponds to a dichotomous one, which shows whether the subarea of the technical career chosen by the person is within the STEM areas or not. Two types of analysis were carried out for this study, the first being bivariate analyses that describe the relationships within the different possible pairs of the dependent variable and the independent variables. The second type of analysis considers the realization of logistic regression models to observe the effect that the independent variables have on the probability of having a STEM study program. To analyse the probabilities of entering a STEM study program, four independent variables were considered: sex, highest educational level attained by the father, highest level of education attained by the mother, and age. Finally, for the regression models, the educational institution is included as a control variable to account for the diversity of educational contexts that could affect the probability of having a STEM study program.

**Findings**: The results obtained are exploratory in nature. These results show a high incidence of sex as well as of the education of the mother in completing a technical curriculum at the tertiary level. This is consistent with the previous evidence in the area. Future research could incorporate variables that allow analysing the educational trajectories of the graduates of the tertiary TVET level in greater depth, in order to detect the variables that affect the low participation of women in the areas of science and technology more precisely.

**Keywords**: Gender, Technical Vocational Education and Training (TVET), STEM
Concurrent Session D: Work, Education, and Training
Thursday, 12 September 2019

ROOM#04, 9:30 - 11:30

PAPER ABSTRACTS

#91 (05:00-15:30)

TVET in higher education in Nepal: Opportunities and Challenges

Niroj Dahal

Education sector of Nepal is struggling for not generating quality human resources with knowledge, skills, and competencies. This could be due to lack of contextual policies, priority of policymakers and curricula of the country. In this ethos, higher education of Nepal has been facing several criticisms in relation to not developing the skilled manpower demands by country, as Government of Nepal has already introduced the TVET in secondary education (9-12). In this regards, this article explores some of the critical issues associated with challenges as well as opportunities in TVET in Nepalese higher education. Subscribing to a narrative inquiry as qualitative research method for meaning-making, my study foregrounds the voices and experiences of some expert ideas aligned with literature, and self-reflection are the key methods of information generation for this article (TITI, 2015). Primary conclusion highlighted that the TVET system in Nepal has a very high demand from school education to higher education to produce the required and quality skill human resources in Nepal. In doing so, possibly, there are varieties of opportunities of TVET in Nepal but key learning from one of the universities, who run TVET in the master degree program and knowingly or unknowing in other programs as well. Even after the TVET in the master degree program, the initiative of introducing TVET in all universities of Nepal should continue for quality human resources with knowledge, skills, and competencies.

Keywords: Contextual policies, curricula, higher education, manpower, opportunities, challenges

Program and Abstracts

#ICTVET 2019
Student friendly teaching learning environment: Experiences from TVET schools in Kathmandu Valley

Ramila Subedi

Drifting from conventional pattern of keeping teachers at the center of gravity, creating and strengthening learner friendly atmosphere has been fore grounded by the state while it is equally emphasized by the TVET sectors in Nepalese context. Where a number of opportunities of student-centered teaching learning are noted by a number of people, creating the approach is said to have grown amidst many challenges. This paper, hence, aims at exploring the opportunities and challenges the school leaders, teachers, students and parents have been experiencing while creating student-friendly teaching learning atmosphere in TVET schools of Kathmandu Valley. In this course, a school leader and a student from one school and a teacher and parent from two other different schools were purposively selected while in depth interview was used as method of the study. Through the narratives collected by utilizing open-ended questions, field notes and reflective notes; it was discovered that, although student-friendly environment in teaching learning has been gaining significant popularity, creating such environment comes up with many challenges. Some of the challenges that were narrated included ambiguous role of facilitators, infrastructural constraints and attitudinal rigidity of individuals towards student-centered teaching learning. However, student-friendly teaching learning environment was recounted to have been constructive in stimulating confidence, creativity, criticality, social spirit and self-reliance among students. The study, hence, implies proper investigation of social context to be made by the TVET school while making paradigmatic shift in teaching learning and collaborative effort between teachers, school leaders and parents so that creation of student-friendly teaching-learning environment becomes easier. In the similar way, application of different strategies to address contextual challenges may be helpful in strengthening student-friendly teaching learning environment that is created.

Keywords: TVET, Student-friendly teaching learning, Scaffolding, Collaborative learning
Workshop Abstracts
(Experiential Session)
Complexities of institutional relationships for the promotion of TVET system in Nepal

Dev Bir Basnyet
Bhawani Shankar Subedi,

Any vocational skills training intervention should result in livelihood improvement by means of employment or self-employment. Training is a means to an end. It is not an end in itself. Vocational Training in this regard is also a means for intended outcome – livelihood enhancement. Hence, the purpose of skill-based vocational training programs is to prepare individuals for livelihood with potential for earning for their living by being engaged in specific occupation/s in the formal or informal sector of economy. However, it shows that most training initiatives are supply driven rather than demand based. Responsive training interventions must analyze how economy and livelihoods are interlinked and how training can contribute to them. Quality and relevance of skills training interventions imparted as preparation for skills upgradation in occupations must lead to improved employability, productivity and income generating capacity of the target groups. Target groups of vocational skills training programs are generally youths and women who are otherwise economically disadvantaged or socially marginalized. It becomes essential to improve quality and relevance of vocational skills training interventions to increase access of a wider population of youths and women to market driven vocational training opportunities. This can be achieved by actively involving stakeholders at all phases of the training cycle-analysis, design, development, implementation and evaluation. Without adequately involving beneficiaries and other stakeholders, linkages between training and employment or self-employment cannot be ensured. Market analysis of the informal as well as formal sector markets would help establish such linkages. Market analysis involving training providers and beneficiaries should ensure training-job relevance that practically responds to the existing as well as emerging market needs. Vocational skills training programs of any scale can be popular.
only if flexible mode of training opportunities are designed and facilitated by competent providers for the acquisition of actually needed skills by the users and employers of the informal and formal sectors. Employment and self-employment may require skills tested and certified by competent authority and in a credible manner. Testing and certification of skill levels acquired by the potential as well as the actual workers in the formal and informal sectors will lead to proper recognition of their skills for employment and/or self-employment both in-country and abroad. Nevertheless, miss-match exists in the overall performance of the sub-sector (Education is the sector and TVET is a sub-sector) due to unclear and inappropriateness in coordination among the major entities and delivery mechanism.

Workshop #02 (Concurrent Session)

Governance and power-sharing in TVET: The case of Nepal – Sharing of practical experiences

Rajendra B. Shrestha
Erik Winther-Schmidt

Addressing the overall theme of Governance and Power-Sharing in TVET in Nepal, the paper starts by defining the key concepts: Governance surely means involvement of Government, but Government can be extended by involving civil-society actors, like e.g. the private sector, which can play an important role in executing some roles and responsibilities that not only government may execute. When such non-government sectors are involved in the planning, execution and financing of TVET, this is where we speak of power-sharing. To be effective, power over TVET must be executed on many levels: on macro level, (federal level), on meso level (provincial level) and on micro or local level. One powerful way of ensuring this power-sharing between government and non-government in TVET is though public-private partnerships, PPP. It is argued that employers – for many good reasons - have so far not been playing their optimal role in TVET. This should change and it is argued how PPP can ensure this change. The outcome would be the bringing about of more market-relevant and demand-driven
qualifications and skills that the employers say they need to man their businesses and industries. With the point of departure in mind that GoN is presently not at the verge of reforming its overall TVET system, this is the time now where important lessons can be gathered and learned from, which can give direction to new policy initiatives. The article highlights the work of the EU funded, but British Council managed Dakchyata TVET Practical Partnership Project, which sets forth to identify ways to demonstrate the advantages of pro-active involvement of private sector employers in various types of TVET activities. This illustrates and underpins that TVET renewal and reform should not only come from “above” (central level, drafting of law), but should also be undertaken on a multi-level basis, i.e. on federal, provincial and local levels. Four cases are demonstrated to illustrate this point: 1) the high-powered TVET PPP Working Group, which aims to draft a Policy Guiding Document (PGD) that will provide evidence and make a case of the advantages – both for government and private sector - of improving governance of TVET through power-sharing via PPP. 2) The second case is also mostly concentrated on macro level; under the title of National Level Labour Market Prioritisation, the aim is to mobilise employers and their associations to play this pro-active role in issues of labour market and TVET, giving this segment of private sector a route into TVET governance. 3) The third case is one from meso-level: enhancing employer engagement in selected CTEVT schools. Through targeted support to 9 TVET schools in all 7 provinces of Nepal, the schools are enabled to initiate outreach to employers and involve them in those aspects of school management and decision-making, which will lead to more relevant training course being offered to employers, thereby also increasing employment of newly trained students. 4) The fourth case are TVET training pilots, financing through the Dakchyata Project a string of micro-level initiatives where public and private actors through PPP test various ways to increase employer involvement in TVET in different sectors and strengthen employment. Lessons learned from all these project initiatives will be fed back to the TVET PPP Working Group and other channels, all with the aim of establishing a base of evidence for decision-makers to ensure a stronger role of employers/private sector in governance, i.e. through PPP power-sharing in TVET of Nepal.
Guidelines for Session Chairs and Rapporteurs
Dear Session Chair

Thank you for agreeing to be a Session Chair for a parallel session at the Int’l Conference on TVET 2019. Please take a moment to read the guidelines below, which might be helpful in moderating the assigned session.

1) Please be in the allocated room before 3-4 minutes of the presentation time. We have allocated time for moving break, and you can reach the presentation room by taking a short moving break when you have a role to facilitate the session.
2) When you reach the room, you will find a volunteer and/or a rapporteur who will support you.
3) Normally, there are four presentations in each hall per session. There will be altogether 120 minutes for a session. Four presentations will take $4 \times 25 = 100$ minutes. The Session Chair will take 10 minutes (5 minutes for session opening + 5 minutes for session closing) and we will have only two and a half minutes for switching the presentations within the session ($2.5 \times 4 = 10$ minutes).
4) Please welcome all the participants, introduce the session (thematically), brief the presentation guidelines, and call the presenters as per the schedule provided in the program list.

**Presentation Guidelines**

- We have four papers in this session to be presented, discussed and summarized during 120 minutes. Out of this, 10 minutes is for Session Opening and Closing, 10 minutes for presentation switching and the remaining 100 minutes is for four presentations. Therefore, we have allocated 25 minutes to each paper including discussion ($4 \times 25 = 100$ minutes). It means, the presenter is allowed
a maximum of 15 minutes to present the paper and the remaining 10 minutes is for discussion (Q&A).

✓ The presenter will be shown a ‘5 minutes’ card after 10 minutes to let you know that you have five more minutes. Another card ‘2 minutes’ will be shown after 13 minutes to inform you that you still have two more minutes. And finally a ‘Time’s Up’ card will be shown after 15 minutes and you must stop your presentation – even if it is not completed. As a presenter, you should respect participants’ time for questioning.

5) Please show a (possibly, green) card (5 Minutes) after 10 minutes to let them know that they have five more minutes. The cards will be provided to you by the rapporteur in the room.

6) Please show another (possibly, yellow) card (2 Minutes) after 13 minutes to let them know that they have two more minutes to go.

7) After 15 minutes, you will show another (possibly, red) card, written "TIME UP" to the presenter(s). If the presenters do not stop/complete their presentation within 15 minutes, please wait for another two minutes. You must stop him/her after 17 minutes.

8) Allow the remaining time for Question and Answer. Please be sure that one presentation must complete within 25 minutes even if only one question is addressed. Encourage both participants and presenter(s) to be brief and to the point while asking and responding. Do not let one participant ask more than one question (No embedded questions, please!).

**Moderation of Q&A Session**

✓ Take three questions and let the presenter/s address them in the first round.

✓ Then, take two questions in the second round.

✓ And, take only one question in the final round.
Note: Based on the time available (since some questions and answers might take longer), utilize either one or two or all of these rounds. Do not entertain more than 6 questions (do not go beyond these three rounds) even if you have time – usually you won’t have.

9) Please end the session by summarizing the presentations and also thanking all the presenters and participants.

10) If you have any questions or need additional information, please contact: Rebat Kumar Dhakal (rebat@kusoed.edu.np).
Guidelines for Rapporteurs

Dear Rapporteur

Thank you for agreeing to be a Rapporteur for a parallel session at the Int'l Conference on TVET 2019.

You, as Rapporteurs, shall have the responsibility of attending and summarizing each of the assigned sessions. You should support the Session Chair and report on proceedings. Your report will be helpful in producing the outcome statement.

Please take a moment to read the guidelines about your roles below.

Before the session, the Rapporteur should:

- Ensure all technical and physical environment/equipment in the hall is intact
- Have the list of presenters, topics and themes (or the book of abstracts)
- Invite/collection presenters (and participants) who might be looking for the appropriate room
- Collect all presentation files from the presenters and compile them in a folder on desktop
- Ensure if online streaming is necessary for any presenter and, if needed, prepare it likewise with support from technical team
- Meet the Session Chair to acquaint yourself with him/her so that they can introduce you as rapporteur and also seek your help when needed

During the session, the Rapporteur should:

- Make a brief note of each presentation, comprising the following:
  - Type of paper (research, review, commentary/perspective, methodological, theoretical, etc.)
  - Purpose
  - Methodology
✓ Key findings
✓ Relevance (how well is it related to the conference or session theme)
✓ Novelty
✓ Comments from participants
✓ How well the comments are addressed by the presenter/s

➢ Act as time keeper (if another volunteer is not there)
➢ Promptly report any serious session interruptions to the Conference Secretariat
➢ Wherever possible, help members of the Secretariat with any other requests

After the session, the Rapporteur should:

➢ Thank the participants and Chair
➢ Ensure the hall is left intact (as it was before)
➢ Finalize the report (compiling and synthesizing all brief notes and adding your reflection). Your reflections could include the following points:
   ✓ Focus of the papers
   ✓ Clarity of presentation (argument)
     • To what extent are the presentations aligned with the intent of the key theme of the conference/session?
     • Any deviation from the central/session theme?
   ✓ Level of participation
     • To what extent are the queries raised by the participants addressed by the presenters?
   ✓ Conclusion (Essence of the presentations)
     • To what extent do the presentations add value to existing knowledge of TEVT?
   ✓ Other remarkable points observed
➢ Send the report to the Rapporteur Leader (rebat@kusoed.edu.np) at the end of the day. You are requested to provide the session reports as Word documents. Each parallel session report should be named (‘rapporteur name_day_session number’) (e.g. The report by Sanjay on the first
parallel session of the first day will be named as ‘Sanjay_DayI_SessionI’. Similarly, the report by Nikita on the third keynote will be named as ‘Nikita_DayII_KeynoteIII’. Likewise, a workshop rapporteur will name the file as ‘Roshani_DayII_WorkshopII’.

**Notes:**

* It is assumed you have your own laptop available. Please notify us in time, in case you cannot use your own laptop.
* The Session Reporting Format will be provided by the Rapporteur Leader via email to each session rapporteur.
* If you have any questions or need additional information, please contact the Rapporteur Leader.
Format of a Rapporteur’s Report

Session [Tick (v) one]: Keynote [ ] Workshop [ ] Oral [ ]

Hall/Room No. : ............... Time: .................. Day: .............

Session Number (1 or 2): ......... Number of Participants: .............

Session Chair (if any): ..........................................................

Session Rapporteur: ..........................................................

Presentation Info

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Brief Notes on Each Presentation

Presentation I

Presentation II
Presentation III

Presentation IV
Your Overall Reflection on the Session
LELAM-TVET4INCOME

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