



Editorial

TVET for Developing Workforce Competency

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Since its establishment in 1989, the Council for Technical Education and Vocational Training (CTEVT), has been working untiringly to produce basic and middle level skilled human resources. It has so far trained thousands of workforces, which are employed in various sectors in the country and abroad as well. As an apex body of the technical and vocational education and training (TVET) in Nepal, its role is instrumental in producing the basic and middle level workforces in agriculture, engineering, health and hospitality, among others.

Undoubtedly, the skilled and competent workforce is inevitable for the economic development and national prosperity. However, the TVET graduates' active engagement in entrepreneurship and contribution to labor market are prerequisites to this end. A strong linkage of TVET institutes with the industries run across the country can foster equally vital role to spur employment opportunities, and to launch and expand entrepreneurship among youths.

The law and policy levels are responsible for bringing timely reform. Once the flaws in legal, policy, structural and procedural levels are corrected on time and the concerned

students, instructors and industries made aware accordingly, it builds the atmosphere further conducive to ensure quality training and education under CTEVT.

In addition to its pivotal role in TVET, CTEVT runs, involves in and facilitates the discussions and dialogues on the pertinent issues surrounding TVET so that it chips in reform initiatives. Similarly, creation and dissemination of information and knowledge on TVET is further extended through the academic work - the publication TVET journal. Publication of the journal has therefore been given continuation.

This time, the journal has incorporated seven articles on the issues, spanning dropout problem to theatrical technicians, agribusiness and innovation, occupational health and safety, experiences of women instructors and the significance of cultural hospitality. These topics underline the urgency of boosting quality of TEVT along with policy reform.

Theater workforce, which is often shadowed in the mainstream study, is explored in the article, "*Learning Pathways and Motivations of Becoming a Theater Technician: A*

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Thematic Synthesis of South Asian Context". The theater technicians, irrespective of being instrumental in successful execution of the performance, are under-documented, the co-authors Ms. Aakankshya GC Bhujel and Dr. Prakash Kumar Paudel argued, adding that recognition of the dominant informal pathways of learning remains scarce in the performing arts sector. They have floated the idea of an integrative and innovative educational ecology that would be helpful in balancing the benefits offered by informal community-based learning with vocational certification to enhance professionalism.

In her article, *"Gendered Challenges in Nepal's TVET Sector: A Narrative Inquiry of Women Instructors"*, Ms. Dipika Sharma, found that irrespective of male dominance, gender bias and limited institutional support, the women TVET instructors show strong leadership, adaptability and commitment to quality education. However, the instructors' experiences, as the author brought to light, demand participatory leadership, self-reflection, content expertise and culturally responsive teaching.

Similarly, *"Understanding Dropout Dynamics of TVET Students: A Case of Apprenticeship Model in Nepal"*, penned by Ms. Rakshya Acharya, dwells on drop out problem among the apprentices. Adopting chiefly the qualitative approach, the article is based on the information received from in-depth interviews with five dropouts and two FGDs with current apprentices. The author concluded with three major findings:

the dropout phenomenon starts right from the selection process of apprentices; the apprentices consider the TVET program as a scheme to pursue their short-term interest; and the mismatch between apprentices' expectation and field realities. The article laid emphasis on wiping out the drop out problem.

Authored by Mr. Ramesh Bhandari, *"Agribusiness Innovation through TVET: Role of Business Incubation in Nepal"*, underscores the urgency of promoting business incubation for an agricultural innovation where TVET plays a key role. Assessing agricultural policies, innovation methods and incubation models, the article asserts business incubation can be a mechanism to link skills for enterprise development. It further advocates for a robust agricultural value chain to stimulate development and inclusive economic growth.

Need of cultural hospitality is given emphasis in the hospitality education. In view of diversity in culture, integration of cultural hospitality into education bears much significance in Nepal, author Mr. Bikash Bajagain asserts in his article, *"Exploring Students' Understanding and Practices of Cultural Hospitality: A Thematic Review of Global and Nepali Perspectives"*.

"Occupational Health and Safety at Workplace: A Reflective Review of Nepal's TVET Sector", finds gaps in occupational and health service awareness, training and practical implementation in TVET sector.

The author of this article, Ms. Chandu Rana, points out the necessity of sufficient infrastructures, adequate occupation-specific PPE and OHS hands-on practical processes in training curricula and structured monitoring systems in place so that working conditions could be made safe along with workers' preparedness.

Inclusiveness in vocational training is a dominant theme in the article, "*Making Vocational Training Effective for Employability*" penned by Mr. Nickesh Kumar Sah. The article suggests incorporating more number of women and marginalized community in the vocational training for their employment and empowerment. Underemployment and skill mismatch are also other problems, he

said, adding that fair and balanced approach helps in creating equal opportunities and supporting long-term growth in countries like Nepal.

The editorial team expresses gratitude to all writers and scholars for their contributions and cooperation, thereby helping to give continuity to this academic initiative. The editorial team would be grateful to the readers, researchers and scholars once they provide feedback to this academic work. The feedback helps the team improve publication further in the days ahead.

The research articles solely represent the opinions of the respective authors, not of the CTEVT. The team wishes you a happy reading!

